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The Linguist

Rights rejected

Where human rights are seen as 'foreign', how can they be promoted?

Schools get prepared

How the new GCSE is affecting languages education in UK secondaries

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The Linguist

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The Linguist, formerly *The Incorporated Linguist*, is the official journal of the Chartered Institute of Linguists.

Editor Ms M Moore *Email: linguist.editor@ciol.org.uk*
Sales Ms D Butler *Email: deborah.butler@ciol.org.uk; Tel: +44 (0) 20 7940 3100*

The Chartered Institute of Linguists
Dunstan House, 14a St Cross Street,
London EC1N 8XA; info@ciol.org.uk;
+44 (0) 20 7940 3100; www.ciol.org.uk

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EXECUTIVE DIRECTOR'S NOTES

As we leave behind the 10th anniversary year of our Royal Charter, there is still plenty to look forward to in 2016 in the world of languages. In January, IoLET presented at the annual Association of University Language Centres (AULC) conference, which took place in Cardiff. Although the focus of the talk was the Trust's new Certificate in Languages for Business, the rise in the number of students of other disciplines learning a language led to consideration of student employability and how a language can enhance the profile of students of any discipline when they are seeking internships, work placements or jobs. Students often underestimate the value of this important communication tool and the other transferable skills acquired during language study, especially if no formal accreditation is offered.

In March, the Institute will play an active role in the first Language Show in Scotland. Following the tradition of the London show, the Scottish event comes at an important time for language learning in Scotland, where the government is rolling out – over two parliaments – the European languages model of '1+2' (mother tongue plus two foreign languages). CIOL will have a stand at the show, supported by our Scottish Society, as well as staff and members presenting at workshops and seminar sessions.

Collaboration in Hong Kong and China will help to raise further the profile of the Institute

The early part of this year will see the award of two important tenders for language services in the public sector. The new Ministry of Justice contract this time includes a Lot for Quality Assurance, something which the Institute, through its work under the umbrella organisation PI4J, has long campaigned for. The Crown Commercial Services tender for the delivery of translation and interpreting services will also be concluded.

The biennial Critical Link 8 conference is coming to Edinburgh in July, and offers a much more accessible opportunity for public service interpreters and translators based in the UK to participate. IoLET will be presenting on behalf of the International Language Certification for Interpreters Network, established last year.

CIOL and IoLET will continue to develop services for the benefit of members and examination candidates respectively. Work is continuing on the Membership pathway, in particular on pre-professional grades of membership to encourage linguists from a broader spectrum of study and work to join the Institute. Ongoing collaboration in Hong Kong and China will help to raise further the profile of the Institute and its qualifications in the Far East, supported by the Hong Kong Society's second International Conference on Linguistics and Language Studies, which will take place in June. So an exciting year ahead – I wish you all the best for 2016.

Ann Carlisle

EDITOR'S LETTER

Beyond our Focus section on the IoLET Awards 2015, which were as inspirational as ever (p.20), a few interesting themes have emerged in this issue. Firstly, what happens when a government decides to impose a unifying language on its people – from the marginalisation of other regional languages to conflict when speakers of those languages fight back. This is evident not only in Assia Rolls's insightful article on language tensions in post-colonial Algeria (p.14), but also in Theo Merz's exploration of the possible long-term impact on Cantonese of the Chinese government's promotion of Putonghua (p.24). In Argentina, we witness the resurgence of the country's native languages following the imposition of Spanish over more than 400 years (p.16). This has created a greater awareness of the need for interpreting services in those languages – and increased demand.

Although English is one of only two official languages in Kenya, it is clear that many people do not identify themselves with the colonial language. Rebecca Maina considers the impact of this in the promotion of human rights: the apparent lack of a functional equivalent in the local languages is linked to the 'foreignness' of the concept (p.8).

The problem of equivalence arises again, unsurprisingly, in Ramon Pils's article about the challenges of translating historic legal texts (p.12); and in Brendan Cole's examination of approaches to modern-day translations of Shakespeare into Putonghua (p.18). Continuing the Chinese 'theme', we have – for the first time – a short article written in the language, as CIOL member Raymond Cheng talks about his 'life with languages' in his mother tongue (p.30).

Miranda Moore

News *The latest from the languages world*

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Government U-turn over interpreters' pay

UK immigration services "adjourn" plans to cut contractors' fees following an effective campaign

The Home Office has "adjourned" its plans to cut interpreters' pay following a campaign by stakeholders. On 20 November, the Government department emailed its 2,000 contracted interpreters to inform them of a pay decrease from 1 January. There had been no consultation and no prior warning.

The cuts affected the enhanced first-hour rate, which accounts for travel time and costs. A campaign group quickly formed, threatening a mass boycott by interpreters contracted to work for the Home Office's Interpreter Operations Unit, which includes UK Visas & Immigration, HM Passport Office, Border Force and Immigration Enforcement.

Within five weeks, following a meeting with the campaign group, the department seemed to capitulate, stating: "We keep our costs under constant review to ensure the contractors we employ offer the best value for money for the taxpayer. Following our meeting with the interpreters on 21 December, we intend to defer implementation of this change at least until 1 February 2016 to allow us time to give proper considerations to the views and opinions expressed."

In January, they announced: "The decision has been taken to adjourn the planned rate change at this time with a view to commissioning a fundamental review of Interpreter Services, including the Interpreter Rates of Pay within the scope of the review."

Home Office interpreters are not legally allowed to strike, but they can refuse assignments. Due to the specialist nature of the work, and the need for security vetting, they cannot easily be replaced at short notice, so the planned boycott would have been debilitating for the UK immigration services.

Their rates have effectively been frozen since 2002 and they are expected to travel up to three hours each way to assignments, yet the proposals would have cut the first-hour rate of £48, or £72 at weekends, by a third. According to the fair pay campaign, it would not be feasible for them to work under these conditions. The pool of experienced, vetted interpreters would therefore be reduced, putting at risk the right to a fair hearing.

CIOL had also co-signed a letter from the umbrella group PI4J (Professional Interpreters for Justice), outlining their concerns.

Routes fights for survival

From July, the UK Government plans to stop funding an important programme promoting foreign language learning in England and Wales. After 10 years of supporting young language learners, Routes into Languages will close at the end of the current academic year. The project is organised into consortia of universities nationally, with the University of Leeds alone engaging more than 2,300 young people annually through campus events and school visits that have been proven to inspire them to study languages at GCSE, A-Level and university. There are concerns that the closure will affect take-up of languages post-14 and in Higher Education. A petition, which requires 10,000 signatures, has been set up to lobby the Government to reconsider (see https://petition.parliament.uk/petitions/111879/sponsors/qJz7T9VHYT2KzyPwo9).

A boost for foreign drama

A new streaming service dedicated to foreign language TV launched in the UK in January. Delivering subtitled box-sets on demand, Walter Presents capitalises on a huge rise in the popularity of foreign-language shows following the success of series such as the Nordic thrillers *The Killing* and *The Bridge*. A partnership between Channel 4 and Global Series Network, the new service offers more than 600 hours of TV shows via Channel 4's free digital hub All 4, with its flagship *Deutschland 83* airing first on Channel 4.

Read together

A free app has been launched that enables users to read a book in two languages at the same time. The Parallel Books app for iOS displays two language versions of the same book via a "chewing gum" overlay that can be hidden, and keeps the two versions in sync as you read. The books are free to access and available in multiple languages. See www.parallelbooks.com.

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Inside parliament

Philip Harding-Esch reports on the All-Party Group's response to the Ebacc consultation

An important function of the work of the All-Party Parliamentary Group (APPG) on Modern Languages is to contribute to consultations and inquiries. One of the problems facing modern foreign language (MFL) policy in the UK is that it is not approached in a joined-up way, and some areas of policy ignore language issues altogether. The APPG is in a unique position to contribute to such inquiries and make the appropriate links.

A good example is the consultation on the implementation of the Ebacc performance measure in schools, which concluded in January. The government wants 90% of pupils to attain the Ebacc: a good GCSE in English, maths, history or geography, two sciences – and a language. On the face of it, this is a welcome and overdue advance for languages. The APPG has already welcomed the measure in principle. Combined with statutory primary languages, it provides a real opportunity for an increase in the population's language skills over time, and in the number of students studying languages at university. However, there are many challenges to overcome if these proposals are to succeed.

Increasing the number of language teachers is, perhaps, the top priority. In 2014-15, there was already a 21% shortfall in the number of trainee MFL teachers, and that's for the present – historically low – number of pupils learning languages. Language graduate numbers are falling so fast that it is impossible to recruit enough of them into teaching. Current financial incentives appear insufficient.

The trend in schools to 'disapply' entire groups of pupils from studying languages must be addressed. Not only does this undermine the Ebacc policy, but it entrenches trends whereby disadvantaged children are denied MFL, and ignores both the benefits in literacy that MFL can bring and the linguistic advantage of children whose first language is not English.

Mixed messages may give schools an excuse not to take the Ebacc policy seriously. For instance, MFL is only optional in the new Progress 8 performance measure (of pupils' progress in a range of subjects over time). The APPG is raising such concerns with the Department for Education as it seeks to build a consensus that languages are a core subject.

Email philip.harding.esch@gmail.com for details or to attend the next meeting.

TL Philip Harding-Esch works on behalf of the British Council to support the APPG on Modern Languages.

What the papers say…

THE TIMES

David Cameron was accused of hypocrisy over his demand that Muslim women improve their language skills after it emerged that he cut funding for English lessons for migrants in 2011. His anti-extremism blueprint came under fire yesterday after he announced a £20 million language fund to help about 190,000 Muslim women in England who speak little or no English. They now face language tests after two and a half years if they wish to stay.
'Muslim Fury at Cameron's "Hypocrisy"', 18/1/16

BBC NEWS

For anyone wanting to share research, English has become the medium for study, writing and teaching. That might make it easier for people speaking different languages to collaborate. But is there something else being lost? Is non-English research being marginalised? A campaign among German academics says science benefits from being approached through different languages… "A linguistic monoculture will throw global science back to the dark ages." Research suggests that to be published in an English journal, academics generally need to subscribe to Anglo-American theories and terminology.
'Does the Rise of English Mean Losing Knowledge?', 13/1/16

Daily Mail

[The publisher] announced this week that it would pull from shelves all copies of Tagore's *Stray Birds*, translated by contemporary Chinese writer Feng Tang, citing controversy … "This incident raises questions about the role of the translator in relation to the author and what his motives were," said Radha Chakravarty, a Tagore scholar who teaches in the Ambedkar University in New Delhi. "Was it about marketability? Was it to push its sales?"
'Publisher Pulls Disputed Chinese Translation of Indian Poet', 1/1/16

Interpreting: *your rights*

Sandra Froehlich-McCormack explores the issues surrounding copyright in interpreting

Copyright in interpreting may be a concept that you are unfamiliar with, but if you work as an interpreter, it is worth knowing about it. Interpreting, by its very nature, is a service provided for the moment. This is a clear differentiation from translation. However, when the interpretation is recorded, it can be reused, just like a translation. As any literary translator knows, translation is a creative process and is therefore covered by copyright. The same applies to interpretation, and this becomes relevant when someone wants to record (i.e. copy) your interpretation.

Your consent must be sought before the recording takes place and you have every right to refuse. There may be good reasons why you would not want to be recorded. Your original listeners have a direct view of the proceedings and any distractions or interruptions in the room, and they can therefore understand things that may sound odd to someone who has only an audio file. The unpredictability of any interpreting situation is a risk when recording.

On the other hand, there may be good reasons why the client wants a recording. Mostly it will be for internal use, such as the creation of minutes, and the person using the recording will most likely have been present during the meeting and be able to understand things that might otherwise be unclear. Under these circumstances, most interpreters find a recording perfectly acceptable and waive their copyright in exchange for a copyright waiver fee. This recording fee tends to be around 10% of the daily fee.

In other cases though, the client may want to publish the recorded interpretation, e.g. on the internet, which you may not be comfortable with for the reasons mentioned above. You then need to think carefully about whether you are willing to give up all control about the use of the recording.

The same applies to interpreting for broadcasters, for example at a press conference. You know your recording will go out to a large audience and will probably be used several times over for commercial purpose. Your live interpretation, recorded and broadcast, will give your client the edge over those who do not broadcast live. In this case, when you allow your interpretation to be recorded and published, there is an added economic value for your client. Thus there is a real economic value to your copyright waiver and here the recording fee should be around 50% of your daily fee.

In summary, before you sign over the copyright to your interpretation, find out the intended use of the recording, think carefully about whether you are comfortable with it and, if so, negotiate an appropriate fee.

It is advisable to include a clause on recording and copyright in your standard Terms of Business, so that any new client is aware of the implications from the outset. This avoids unpleasant surprises on all sides. In fact, the CIOL Interpreting Division offers a model Terms of Business, which states:

> *The interpretation is the intellectual property of the interpreter and is therefore covered by copyright law. Before recording the interpreter's work, the interpreter's written consent must be sought. It is up to the interpreter to refuse such consent. Generally the recording of the interpreter's work is only acceptable for internal use (such as the creation of minutes) and not for publication. It must be borne in mind that an interpreter's work is made for the moment and is influenced by many aspects… If the interpreter consents to the recording of his or her voice, a recording fee becomes applicable.*

I have used my own version of these Terms of Business for many years and have found them very useful. They are part of the Interpreter's Pack, available to CIOL members.

Sandra Froehlich-McCormack is a freelance conference interpreter.

By any other name

Rebecca Maina considers the promotion of human rights in Kenya, where the concept itself is considered foreign

A few years ago, while I was conducting research about how people living with HIV/Aids (PLWHAs) in Kenya conceptualised and articulated their healthcare entitlements and rights, I had the task of devising a set of questions in Kenya's two official languages: English and Kiswahili (which is also the national language). It was a practical decision to maximise my interviewing opportunities.

The first task, of course, was translating the key phrase 'human rights'. Straightforward enough: *haki za binadamu*. Everybody knows that, I thought. And I proceeded to translate other stock vocabulary from the human rights lexicon: 'duty', 'obligation', and everyday words such as 'should'. This done, the interviews commenced and a couple of peculiar things began to happen. Seemingly innocuous terms morphed: depending on the interviewees' understanding of the question, 'should' turned into 'compel', 'duty' into 'job'. A simpler approximation in Kiswahili had to be hastily scrambled.

Then there were the respondents who, having expressed a preference for an interview in Kiswahili, the tongue in which they were more fluent, would suddenly, effortlessly break into English to utter the phrase 'human rights'. "May I ask what you understand by the words 'human rights'?" I asked one participant in Kiswahili. "*Unamaanisha* 'human rights'?" ("You mean '*human rights*'?") she replied in Kiswahili but for the crucial phrase. "I know that '*human rights*' is the right of human beings," another interviewee answered (rather tautologously) in Kiswahili, happy to use the words *haki* ('right') and *binadamu* ('human beings') when spoken separately but resorting to English when they occurred in the magical sequence 'human rights'.

Serious consequences

For many Kenyans, the 'carrier' language by which human rights – the phrase as well as the concept – has often been transmitted and popularised is English, and this may have implications for the success of human rights projects as a whole; and consequences, too, for the human rights researcher. English is the language you will primarily hear spoken in the offices, conference halls and plenary sessions in which human rights proponents and activists congregate. But 'human rights in English' arguably entrenches a perception of the 'foreignness' – for some, 'illegitimacy' – of human rights as an alternative, competing moral frame of reference. Its values then seem 'inauthentic' to African culture; other.

To invoke a moral framework perceived as having dubious, if any, legitimacy, however popular it may be in certain rarefied circles, will not win you battles when you are trying to have a real, positive effect on people's lives. The most impassioned arguments will founder on a wall of incredulity, as I have learnt to my cost.

When my mother and I have engaged in a debate about some hallowed custom of our Kikuyu ethnic group, I have foolishly sought to defend my position by calling upon some human right. She has always, triumphantly, been able to stop the discussion in its tracks with the words: "You and *your* 'human rights'!" She, like my interviewees, utters this magic phrase in English and every other word in our native Kikuyu. In fact, the phrase has no direct translation in Kikuyu nor, indeed, in most of Kenya's native languages and dialects. Her point is clear, her choice deliberate: 'your' (other) 'human rights' (other).

Claims of rights and entitlements couched in the normative framework of human rights and articulated in its vocabulary, especially when they come from groups which

CULTURAL HEALTH
Women who care for their grandchildren with HIV (below); and Maasai in Kenya (right)

traditionally have been marginalised, such as women, ethnic and sexual minorities, and latterly PLWHAs, may be undermined or rejected on this basis. Their arguments and demands will have an audience among the advocacy groups, who will often have been their source in the first place, and among the vital overseas donors and aid agencies whose funds often underwrite their struggle for justice. But, for many, the fight at home, where the actual discrimination and stigmatisation happens, is conducted on very different terms.

This 'otherness' appears to demarcate the human rights discourse as the preserve of, in the words of Nigerian human rights lawyer Chidi Odinkalu, the "inward-looking professionals or careerists" at the heart of the project, and this at a time when the Kenyan government and other actors are talking about the promulgation of human rights norms at grassroots level. One support officer for members of a PLWHA network was unsurprised by the fact that most of his clients considered their spouses or families to be the primary duty-bearers in the provision of their health needs, as per traditional custom.

"Human rights are not like the Bible," whose teachings most Kenyans absorb from infancy, he said. So to expect them, reflexively, to invoke the former, more nascent moral framework and its concepts of rights-holders and duty-bearers, to imagine that they will automatically proclaim a right to health, inherently theirs by virtue of their humanness, and that they would further cite the state as owing them such a right, is highly unrealistic. Yet, to pursue the support officer's religious analogy, the High Priests appear reluctant to acknowledge that the congregation is packed with non-believers. And as long as the liturgy is largely delivered in English, its teachings will continue to alienate and divide.

The phrase has no direct translation in Kikuyu nor, indeed, in most of Kenya's native languages

Power dynamics

For the researcher there are interesting issues to contend with: on an epistemological level, the act of asking laypeople questions about human rights is already liable to the charge that such queries manoeuvre them into a social context dominated by the rights discourse and its proponents, in which they are led to confirm their familiarity with – and knowledge of – rights.

The interviewer-interviewee dynamic, already defined by considerable power asymmetries, broadens this disparity by conjuring up a world made of words in which governments and overseas actors might be 'compelled', even 'forced', to act to secure PLWHAs' healthcare needs. I might ask respondents whether they endorse the existence of such a world, thus leaving them open to reject it, as some did. When I asked one Kiswahili-speaker if the government should be 'compelled' to provide her treatments, she replied: "If they wanted to get involved they could do it – nothing is beyond their abilities… [but] they should be approached and spoken to gently!" Even so, by my words I had brought this different world into being. In a political culture where a venal state, often acting with impunity, is the reality, alternative narratives, even when they are suggested in the apparently simple translation of common words ('should' to 'compel' to 'force') is a potent act: translation of words to translation of ideas.

And if questioning interviewees about 'human rights' is asking them to validate the broader project, doing so in English is, arguably, asking them to validate something further: for the language is a symbol of many things in contemporary Kenya, not least the triumph of a Western education, that emblem of modernity, and one's ability to negotiate passage through our increasingly globalised existence.

It is arguably an identity marker of membership to a wider, more inclusive national public, which endorses the conventional state-citizen dynamic envisaged by the human rights paradigm, with the state as the main, if not the sole, locus of power. Paradoxically, this public endorses this central relationship, even as it uses the terms and norms of the human rights project to challenge the power of the state.

But in postcolonial Kenya, any endorsement of the state, any signal of allegiance to it, conscious or otherwise, necessarily challenges the concurrent competing claims of the exclusive, primordial ethnic public as the principal locus of (legitimate, authentic) power. For this public, as indeed the national public, the choice of language by which to ask and answer questions, to promulgate ideas, to conjure up worlds, can never be just an issue of practicality; it is an issue of power.

GCSE: *in with the new*

Rosie Jacob on why her school is changing its schemes of work across all year groups to prepare for the 2018 GCSE

The new GCSE syllabus for modern foreign languages (MFL) will present significant curriculum change and, with it, many challenges for the way we teach and assess languages at Key Stages 3 (ages 11-14) and 4 (14-16). MFL departments are not alone in this, as the changes announced by the Department for Education (DfE) in 2013 are to affect the whole school curriculum. At the time, Glenys Stacey, Chief Executive of Ofqual (the regulating body for qualifications), said it was "a significant change for students and for schools", with fresh content, a different structure and rigorous assessment.

After the initial panic caused by a fear of change, the autumn term has been an ideal opportunity for MFL departments to analyse these changes in more detail, view specimen examination papers and prepare to deliver the syllabus for the first new GCSE exams in 2018.

At St Ursula's secondary school in London, we began to prepare in the summer by considering the draft specifications produced by the examination boards (although, at time of writing, only one board's specification has been approved and accredited by Ofqual). The key changes recommended by the DfE include a new grading structure (as with other subjects), with a 1-9 scale replacing the current A*-G grades and an equal weighting of the four skills (reading, listening, writing and speaking), compared to 30% for both speaking and writing previously.

In terms of content, there will be a greater emphasis on grammar, spontaneous speaking, translation and the use of authentic literary texts. For many, there was a feeling of déjà-vu when skills such as translation, transcription and role-play made an appearance on the draft specifications. Indeed, it has been suggested that Gove's decision to scrap assessment by coursework in favour of a final exam is a return to "the old O-level style end of course examination".[1]

We soon discovered that there was no need to rewrite our entire schemes of work, since in many ways we will continue to teach the same content; the 'themes', as directed by the DfE, may be slightly different, with a greater focus on the culture of the target-language (TL) countries and communities, but fundamentally the language and grammar required will not change. We will, however, need to focus on the ways we prepare our students for assessment.

As a department, we had already introduced some of these changes, since our focus in the 2014-2015 school year was on embedding spontaneous student talk and the use of authentic cultural literary resources in our schemes of work at Key Stage 3 (KS3). We have been teaching, promoting and rewarding the use of interactive language, and have adapted our Year 9 scheme of work to use foreign language films as our primary resources.

In September, we began to teach a new Year 7 scheme of work for French, using *Le Petit Prince* as the key resource for the first term. This change had a mixed reception in our department. While some teachers found the use of text inspiring and were keen to move the teaching focus away from simple vocabulary at word level, others found the teaching of key structures and skills (dictionary use, translation, reading for gist) difficult and were not convinced that students in their first year of KS3 would be able to cope.

The benefit of this greater emphasis on literary texts is not only that teachers are encouraged to use more authentic materials, but also because it enables us to share a love of languages – which is the reason I joined the profession. What better way than through poetry, song, literature and film? Although some teachers have expressed concern

regarding the complexity of language in authentic resources, we must not forget the essential skills that such complexities can develop; specifically helping students to cope with unfamiliar words and feel confident with texts that combine language from more than one topic area.

High-stakes exams

One of the biggest challenges will be the removal of coursework (controlled assessment), previously worth 60% of the final grade, to assess writing and speaking. In many ways, controlled assessment has been successful, particularly for those who benefit from a staged and more manageable form of assessment. However, many teachers have criticised it, and as a department we felt that the writing and speaking assessments relied on students learning chunks of language from memory, rather than on understanding the language and grammar in order to express themselves confidently and creatively.

No longer will students be rewarded for learning by rote a limited number of verbs in a certain tense

In contrast, the new exams aim to allow for a deeper understanding of how the language works, as pupils activate their understanding of grammatical knowledge in order to express themselves in a variety of situations. This has, naturally, caused some concern in our department, as we are aware that it represents a sea-change for our students. It may present challenges for weaker students, since it requires greater long-term memory work; the assessments will require students to know language from up to three main topics, rather than only the most recent topic studied in class. Furthermore, it will require a more profound understanding of grammatical structures; no longer will students be rewarded for learning by rote a limited number of verbs in a certain tense without being able to conjugate key verbs independently and spontaneously.

Translation from the onset

Our next step was to review the assessment formats in all four of the skills from Year 7 onwards, as this would prepare students from the earliest opportunity for the new-style GCSE. As the new exams will have questions written in both English and the TL, and require students to respond in both languages, we are mirroring this in all our classroom resources, practice exam questions and end-of-unit assessments for KS3 and KS4.

One area that has caused great concern is the announcement that students will need to be able to translate short passages into English *and* into the TL. For some teachers, this skill is old-fashioned. For many years, we have avoided such tasks in favour of a more communicative approach. In a world in which online translation tools can be accessed so easily, however, it can be very useful to highlight the importance of the skill of translation, demonstrating to our students that it is not a simple word-for-word process.

Our next decision, therefore, was to set Years 7-9 two short translation tasks, one into English and one into the TL. The students dealt with this reasonably well. As predicted, the translation-into-TL task presented a greater challenge, but we were pleased to see that all students attempted the tasks with some success, and where language was unknown, they used their knowledge of the context to attempt a translation.

Changing pupils' expectations

A further significant change for our students was that we did not give them advance warning and revision guidance for the extended writing tasks, as we wanted to mirror the 2018 GCSE writing paper. This prevented them from memorising texts written in class or for homework and then reproducing them (often inaccurately) under exam conditions. This has presented the greatest challenge so far for our students and was difficult for them to accept. They found it very hard to prepare for an exam when they "did not know what the question was going to be", highlighting one of my greatest frustrations in students' expectations of teaching and assessment.

Over the next term, our focus will be on preparing new schemes of work for KS4. These will include the additional skills of role-play, responding to a stimulus picture card and translation practice. We will also ensure that our schemes of work no longer treat each topic in isolation – a system that worked well during the reign of controlled assessments. Moving forward, we need to have a scheme of work that demonstrates how language can be re-used and recycled regardless of the topic, as the AQA examination board has outlined in a sample scheme of work for the new GCSE.

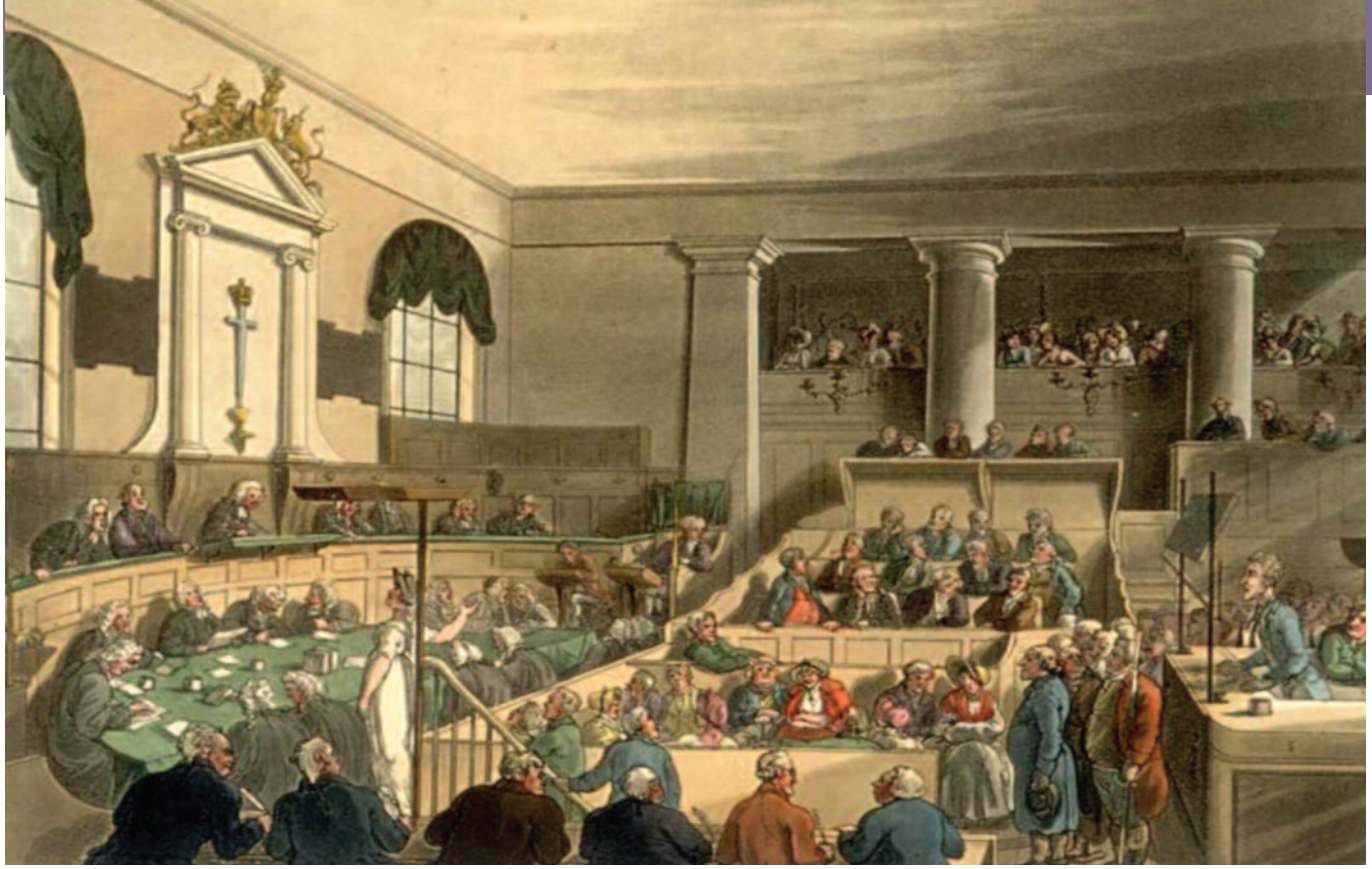
Although these changes represent great challenges in the way we teach and assess our students, the new curriculum also offers an exciting opportunity to refocus on teaching the language itself, rather than teaching to pass an exam. I may question whether the role-play scenario is useful to students; for example, there is a fear that requiring students to act out buying train tickets does not necessarily reflect the authentic life experience of our teenagers. Nevertheless, does it not represent a more life-like experience than preparing and repeating back essay responses to aural questions? As we continue to witness falling numbers of students opting for languages at KS5 (ages 16-18) and above, we can hope that this represents an opportunity to re-engage students through a different style of teaching and halt the downward trend.

Notes

1 *The Independent* (11/6/2013) 'Michael Gove: New GCSEs will be More Challenging and Rigorous'

ROLE-PLAY

One of the new assessment activities



New *words for* old *laws*

Ramon Pils outlines some of the unusual challenges involved in the translation of historic legal documents

As a legal translator, I particularly enjoy working with texts that deal with the historical and theoretical aspects of the law. This allows me to make use of the knowledge and skills acquired through my Law and History degrees, but while concentrating on such a small field has the advantage of making me one of only a few experts, it also comes with some extra challenges.

One of these is securing a sufficient number of clients and commissions. In my area of specialisation, the clients are usually scholars based at a university or other research institution. Establishing and cultivating a network of contacts within the academic community is vital. Due to the increasingly international character of research at law schools, there is a high demand for qualified translators, but academics need to know that you are out there and that you are offering the service they need.

The work itself covers a broad range of text types. Often clients will require translations of research proposals that are targeted at funding bodies whose working language is not their own. If the project is approved, they will also need translations of progress and closing reports. These are often produced in a hurry, with the deadline fast approaching, and clients are not always aware of how much time the translator will need to get the document ready for submission. Other frequent requests include the translation of conference papers, articles for academic journals and book chapters, and sometimes also websites and teaching and learning materials.

Working with legal terminology requires a certain degree of insight into the world of law. Due to the fundamental differences between case law and civil law jurisdictions, and their different understandings of how the law functions, it is often impossible to find an exact equivalent for a word. Even such a seemingly basic concept as murder in English law does not correspond exactly to *Mord* in Austrian law, which in turn is not the same as *Mord* in Germany.

In the field of legal history, both with regard to historic documents and to the 21st-century scholarly texts based on them, there is also the difficulty that words might be altogether alien to the contemporary lawyer or have undergone semantic changes. In such cases, it may be difficult for someone without specialist knowledge to find an appropriate equivalent in the target language.

I remember a student of mine giving a presentation, in English, about 19th-century Austrian constitutional law in which an unspecified 'manor house' was attributed some significance in the legislative process. Checking our students' preferred German-English online dictionary, it did not take me long to pinpoint what had gone wrong.

ANOTHER UNUSUAL CASE

"There is also a difficulty that words might be altogether alien to the contemporary lawyer." An illustration of a trial at the Old Bailey, c.1808, which appeared in The Microcosm of London *(above)*

The student had wanted to talk about the *Herrenhaus* ('House of Lords'), which was the upper chamber of the Austrian parliament until 1918. *Herrenhaus* can, indeed, be used to refer to a stately home, but in the given context the student had made the wrong choice. For a professional translator with adequate research skills, the *Herrenhaus* would not have posed a problem, but the anecdote illustrates the demands that come with specialist terms peculiar to the field.

Collecting words

Researching vocabulary can be a challenge, as specialised bilingual dictionaries that cover the subtleties of the terminology are rare. For me, the solution is to read a lot of relevant literature, and book reviews in particular, in both of my languages. When an interesting piece of research is available in translation, I use the opportunity to learn from the choices made by the translator. Even if I would have chosen a different approach to a certain word or phrase, I will usually benefit from the exercise. Sometimes there may even be a contemporary translation of a historic legal text, as is the case of the *Allgemeines Bürgerliches Gesetzbuch* (the Austrian civil code of 1811), which appeared in English translation in 1866. Another example, working in the other direction, is the landmark ruling of the King's Bench in Porter v. Freudenberg (1915), which was of considerable importance for alien enemies in World War I and thus published in German and Austrian newspapers. In such cases, and particularly if the translation has a (semi-)official character, I might quote from this translation rather than producing my own, adding an explanatory note if necessary.

A more communicative method of 'collecting words' is to follow the scholarly debates of the discipline, either in person at international conferences or by subscribing to some of the many email lists through which academics exchange information on their research areas.

One task that can be particularly tricky is the translation of quotations from historic sources that use archaic language. On the one hand, the translation must be linguistically correct and perfectly decodable for the reader, but on the other hand it must convey the particular character of the source text. The risk lies in the production of some kind of 'pseudo-Shakespearean' text that might seem ridiculous. It is helpful that the target audience – i.e. academics working in historical and philosophical disciplines – tend to be competent linguistically and usually have at least some passive knowledge of the major Western European languages. Thus, the most elegant solution can sometimes be to leave the passage in the original language and to add, either in brackets or as a footnote, an unpretentious, modern-sounding rendition in the target language.

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Creating a glossary

My most recent commission is the compilation of a book-length German-to-English glossary on the terminology used by the Austrian legal theorist Hans Kelsen (1881-1973). Today, Kelsen is considered to be one of the most important legal scholars of the 20th century. His broad oeuvre ranges from a general theory of the law and state (his famous 'pure theory of law') to a theoretical engagement with democracy.

Kelsen's body of work is bilingual: he immigrated to the United States in 1940 and continued his academic career at the University of California, Berkeley, and some of his ideas were published in English as well as in German. They also received attention in case law jurisdictions.

In recent years, interest in Kelsen has been steadily increasing overseas, and further demand for translations of works by and on Kelsen is expected, primarily from German into English. A major research project concerned with his American years, and the dissemination of his legal thinking across the globe, is under way at the University of Vienna, which has furthered the international visibility of his works. In this context, I was approached by the leading Kelsen scholar and biographer Thomas Olechowski, who wanted to provide translators with a comprehensive and reliable glossary in order to promote uniformity and coherence in the various translations that are expected to be undertaken in the coming years.

Together we selected a number of typical texts that were available in both languages and which serve as the basis for the glossary. This descriptive approach, which incorporates the work of various translators from different generations and diverse backgrounds, has the advantage of building on previous achievements and is expected to contribute to a higher quality of future translations. For me, personally, it is an opportunity not only to revise my own term base but also to reflect on the challenges peculiar to this particular sub-field of legal translation.

DEFINING MURDER

"Even such a seemingly basic concept as murder [above] does not correspond exactly to Mord *in Austrian law, which in turn is not the same as* Mord *in Germany"*

An Algerian identity

As language issues continue to dominate Algerian politics, **Assia Rolls** *looks at the impact of colonisation, subsequent Arabisation, and ongoing linguistic tensions*

Algeria has endured a tougher and longer assault on its language and culture than any other Arab state. The French army marched into Algiers in July 1830, and decisions made by France about Algeria's language, culture and educational policies over the following decades have undeniably left their mark on its socio-cultural fabric. While Algerian politicians and intellectuals are engaged today in the country's recovery, the language issue still dominates Algerian politics.[1]

When Algeria was annexed to France in 1848, French was imposed as its official language. In 1858, the Muslim population was bound by the Assimilation Law, which demanded a total adherence to French language and cultural values, in defiance of their history, geography, religion, customs and language. Although assimilation was extolled in France as a means of ensuring the success of the *mission civilisatrice* of indigenous people in 'need' of development, Alexis de Tocqueville noted, in 1847, its harsh reality:

> *"We have cut down the number of charities, let schools fall into ruin, closed the colleges. Around us the lights have gone out, the recruitment of men of religion and men of the law has ceased. We have, in other words, made Muslim society far more miserable, disorganised and barbarous than ever it was before it knew us."*[2]

The imposition of the infamous *Code de l'indigénat* in 1881 brought further debasing penalties, including imprisonment without trial. The French system of justice had superseded the Muslim judicial system, and the lands that supported education were confiscated.

In the 1930s, the teaching of Arabic was suppressed, and it was formally decreed a foreign language in 1938. If the situation was bad for Arabic, education and literacy in French were not much better. In 1830, literacy in Arabic had been 40-50%;[3] by 1962, literacy levels had dropped to just 10%.[4]

The determination to strip the Muslim population of their rights, including those of self-expression in the language of their religion, served to unite national resistance under the famous slogan 'Algeria is our country, Arabic our language and Islam our religion'. This became a symbol of defiance for all Algerians, be they Arabs or Berbers. It aimed to remind France of the glorious past of the Arabs, whose language is the language of the Quran and connects them with the other colonised Arab countries. The nationalist movement declared war against France in 1954 and the country was liberated in 1962.

Arabisation

The unifying slogan was just as pertinent to the reconstruction of Algeria. The strategy was to Arabise the country in order to restore its identity. How could a free Algeria operate in the language of the oppressor? However, by the time the French left, the language of the country's administration, and judicial and school systems, was French – a language in which only a restricted number of Algerians were educated. Faced with an ailing economy and an acute shortage of teachers of Arabic, the first president of Algeria acknowledged, in 1965, that Arabisation was an arduous task, which needed to consider bilingualism in, at least, the early stages of implementation.

But what exactly does 'Arabisation' mean in the context of Algeria? The vast majority of the indigenous population spoke dialectal Arabic, which has no written form. Berger remarked that, as such, it "was denied any legitimacy and therefore any ability to become the – or a – national language".[5] What was put forward as the national language instead was literary Arabic, which was seen, by much of the population, as a foreign language.

Furthermore, the continued call for Arabisation was perceived, in postcolonial Algeria, as a threat to the languages of the ethnic minorities. Berger argues that it is the arduousness of dealing with 'linguistic decolonization' that explains, in part, Algeria's troubles over language.[6] Benrabah emphasises that: "Algeria's elites adopted the policy of Arabisation in order to

COLONIAL POWER
Detail of Ernest Francis Vacherot's painting, 'Arrival of Marshal Randon in Algiers in 1857', portraying the arrival of the French military leader, who was Governor of Algeria at the time

reduce divisions linked to language… But instead of reducing linguistic antagonisms within societies, the politics of language has become itself a source of serious problems."[7]

Progress in the expansion of literary Arabic is remarkable, given the difficulties mentioned. Between 1965 and 1989, primary and secondary education was fully Arabised. In September 1989, the first Arabised cohort enrolled in science and technology at tertiary level. By 1999, Arabisation was at 46%.[8] However, it must be stressed that Arabisation did not go hand in hand with employment opportunities, of which there are more for francophone graduates. Arabophone graduates, as a result, share some sentiments with the youth of the Arab Spring, although they did not engage with that uprising.

Today, the Ministry of Education facilitates the teaching of five major varieties of Berber languages: Kabyle, Mzab, Shawia, Chenoua and Tamashek. A survey of 1,051 secondary school students aged 14-20 revealed interesting results about their attitude towards the country's four major languages (dialectal Arabic, literary Arabic, French and Berber). It highlights the youth's rejection of monolingualism in any one of the languages and appreciation both for speaking several languages and for Algeria's multilingualism. The views of these young people seem to be far more representative of the current – and perhaps future – linguistic environment in Algeria than the views of older Algerians.

A rival for French

Where does English, as an international language, sit in the Algerian linguistic landscape? According to Euromonitor International, English is spoken by 7% of Algerians as opposed to 14% of Moroccans and 10-15% of Tunisians. However, Euromonitor research indicates several factors supporting the potential development of English in Algeria, among them an urban population interested in English for professional advancement; exposure to English via media, information and communication technology and social media; availability of English language training by the world's leading Linguaphone Group; agreements with the British Council and the US government to improve the country's foreign language education through teacher training; and oil and gas multinationals' demand for English speakers.

All of these factors highlight English as a potential rival of French. Furthermore, it is necessary to underline the Islamists' interest in seeing French ousted for the brutal role it played in the past. Their argument is that if there is a need to know a second language, it should be English – the language of science and publishing. In this respect, Battenburg, an American linguist, remarks that "while French is more used; English is more loved".[9]

Despite various strategic attempts to raise the profile of some languages while marginalising others, multilingualism and multiculturalism are very much part of Algeria's sociolinguistic and cultural environments. French is still prominent but literary Arabic is progressing in its expansion across the country, dialectal Arabic and Berber are thriving in everyday social interactions, and English is also becoming part of Algeria's language mosaic.

Notes

1 Berger, A-E (2002), *Algeria in Others' Languages*, Cornell University Press, 1
2 Quoted in Ageron, C-R (1991), *Modern Algeria: A history from 1830 to the present*, Trans Michael Bret, London: Hurst, 21
3 Gordon, D C (1978), *The French Language and National Identity*, The Hague: Mouton, 151
4 Benrabah, M (2013), *Language Conflict in Algeria. From colonialism to post-independence*, Multilingual Matters, 48
5 *Op. cit.* Berger, 2
6 *Ibid. 3*
7 *Op. cit.* Benrabah, xiv
8 *Ibid.* 64
9 Quoted in *ibid.* 95

CULTURE OF RESISTANCE
A cafe in Algiers in 1899 (top); and Stanisław Chlebowski's portrait of Abd el-Kader (1864), the military and religious leader who was at the forefront of the struggle against the French invasion

Voice of the minorities

As indigenous languages gain respect in Argentina, interpreting needs are growing, says Carla Avenia Koency

In Argentina, there has been a surge in the demand for classes in indigenous language – particularly the most widely spoken ones: Quechua, Guarani, Mapuche and Toba. The Centro Universitario de Idiomas (CUI) has offered courses in the first three since 2006. They started with only 30 students and by 2009 that number had skyrocketed to 258.

"We see two types of students," explains Roberto Villarruel, CUI Director, "those who veer towards it as a result of their heritage and family history, and who enrol because of the increasing interest in the culture and language of indigenous communities." Media outlets are increasingly featuring these communities, he adds. From their protests in Ecuador, to the rise of the Aymara in Bolivia alongside indigenous President Evo Morales, and their increasing participation in UNASUR (the Union of South American Nations), indigenous communities have never before been so present in the public eye – and in people's minds.

Travel and migration have also played a key factor in the popularisation of these languages. "On the one hand, young people travel across Latin America more and more, which piques their interest in these cultures," says Villarruel. Also, there are those who migrate for work, and bring with them their language and culture.

Argentina receives large numbers of Paraguayan and Bolivian immigrants. Morales has elevated 34 indigenous languages to official language status in Bolivia, the most widely spoken of which are Quechua, Guarani and Aymara. Paraguay, on the other hand, has granted official language status only to Guarani. This has cemented the importance of the language considerably, giving free reign to language institutes and language resources, and enabling a vibrant literary scene to blossom. Today, Guarani even has its own academy to rival la Real Academia: Avañe'ẽ Rerekuapavẽ.

But it wasn't always like this. The award-winning Paraguayan poet, Cristian David Lopez, admits, "There was a time in which people thought that speaking Guarani was synonymous with ignorance. It was something that country people did, and perceived as antonymous to being educated. I've even seen parents punish their children for speaking Guarani. Surely there's still people who might think that Guarani is worthless, but today Paraguayans are aware that their language is a most valuable treasure."

What followed next, was the development of the translation and interpreting domains for indigenous languages. Given the weight of Guarani in the Latin American sphere, the pivotal moment came when Mercosur (the union of Latin America states) made Guarani

IMAGES: COLECTIVO CHAKANA, 'UNIDOS COMO EL FUEGO | ABRALAITE 18.09.2015' VIA FLICKR (CC BY-NC 3.0)

STANDING STRONG

Relmu Ñamku became a 'poster girl' for indigenous rights after being tried and acquitted by a jury including six Mapuches (left); and (above) she was joined by other native people of Argentina at the second Summit of Indigenous Peoples in Abralaite, in the north-west of the country, in September

a working language in 2006. The language joined the ranks of Spanish and Portuguese, and the first batch of Guarani translators and interpreters was hired.

A special case

A recent case shocked the nation and brought to light a clear need for dedicated court interpreting services in indigenous languages. Reina Maraz Bejerano, originally from Bolivia but a legal resident in Argentina, was accused of murder in 2010. She was tried, found guilty and sentenced to life in prison – but she did not have the opportunity to defend herself because, as a native Quechua speaker, she did not understand Spanish, the language of the trial. Her five-year-old son, also a native Quechua speaker, served as a witness during the trial. Her lawyer, José María Mastronardi, has already appealed the case, and believes that "this could lead to a change at the legislative level, in regards to the clear need for interpreters with indigenous languages."

Yet, at the provincial level, it is another story. The northern province of Chaco, in Argentina, has passed a law to ensure that all residents have the right to a court interpreter for any of the indigenous languages spoken within the territory: Toba (Qom), Moqoit and Wichi. The Universidad Nacional del Nordeste even created a degree to train future court interpreters. Although these developments are rather recent, they are the result of a 2012 push at the national level to promote minority languages and bilingualism in certain areas. Toba, with around 70,000 speakers, got its own bilingual school in Chaco.

However, each community has had a different experience. Another recent trial made waves when a Mapuche woman in the province of Neuquen was acquitted of attempted murder after throwing a rock at a police officer during a protest in 2012. In a rare turn of events for aboriginal rights, she was tried, and declared innocent, by an intercultural jury – unprecedented in the province – that included six Mapuche jurors. "I'm very happy, celebrating," Relmu Ñamku said as she left the tent in which the trial took place. "This marks a precedent. We can shine a light on the voice of indigenous peoples."

Although the national government has made efforts to protect the rights of its indigenous communities, there is still a lot of work to be done. "We are not bi- or pluri-national, like Bolivia," explains Villarruel. "There have been some steps forward, yet not in a unified manner throughout the entire territory. There are many provinces that protect the right to having a court interpreter who speaks the local indigenous language, and many others in which these languages have achieved co-official status, as is the case of Chaco and Río Negro."

The media law passed in 2009 also gave rise to local community radios. In the north-east, Toba radio stations abound, while in Patagonia, Mapuche radio stations can be heard. These languages are being used every day and, as Lopez says, "the best way to preserve a language is speaking, reading and writing it."

Looking to the future

Given the rise in interest in these languages at his school, Villarruel can say with confidence: "This is not going to stop, these cultures are more visible than they ever were." They fight to recover their territory, their rights and their languages," he adds. "And language constitutes an important tool to make this breakthrough."

Lopez recommends a focus on translation. "[Governments] should invest in projects to translate classical authors into these languages, so that the speakers of Guarani can read the best writers in their native tongue." He believes that this is the only way to raise the profile of the language, so that young people consider it to have the same standing as English or Spanish, rather than being related only to heritage and identity.

A clear sense of pride is rising, which will likely have lasting effects on plurilingualism. "Before, people from indigenous communities would hide their origins," Villarruel says. "They were ashamed, they did not use the language, they lost it." Changing views have reduced discrimination, which, in turn, has made the youth more interested in speaking the language of their forefathers and finding a source of pride in doing so.

There is still much to do though. Argentina could take an example from its neighbour, Paraguay, and modify its policy at the national level. It is time to stop pretending that Argentina is a monolingual country when it is so vibrantly multilingual.

The bard in Chinese

400 years after the playwright's death, **Brendan Cole** *considers the challenges of producing Shakespeare's plays in present-day Mandarin*

On the 400th anniversary of Shakespeare's death in 2016, a series of his plays is being reworked and rendered anew for a growing audience in the Chinese-speaking world. It is not just in China, Taiwan, Hong Kong and Singapore where the bard's stock is rising. In London in 2015, crowds packed the Globe Theatre to see a Mandarin production of *Richard III* by the National Theatre of China and a Cantonese version of *Macbeth* by Hong Kong's Tang Su-Wing Theatre Studio. This built on the success of the Globe to Globe Festival of 2012, which showcased dozens of foreign language productions of Shakespeare, ranging from Arabic to Lithuanian.

The Globe's Executive Producer, Tom Bird, was Director of that festival, and he is now on a tour that will take *Hamlet* to every country in the world by April. When it comes to productions in other languages, the Globe takes a hands-off approach. "In some ways the translation can be more eloquent than the original and they tend to be more colloquial, but we don't get involved in that process. The job for a foreign company is hard enough without them worrying about the Globe's view on it," he says.

It is said that, in his lifetime, Shakespeare travelled no further afield than Lancashire, yet his interests lay far beyond the "sceptred isle" and he may, therefore, have found the idea that he is considered a quintessentially English writer a curious one. For him, all the world really was a stage, with Verona, Denmark and Scotland among the locations in which his universal ideas were played out. So it is unsurprising that there is a rich history of Shakespeare in translation and, in many cases, appropriation. His work is so ensconced in German literary and theatrical tradition, thanks in part to masterful 18th-century translations by August Schlegel, that German audiences often feel as if Shakespeare is their own.

A perilous journey

According to Michael Dobson, Director of the Shakespeare Institute, the journey for the translator is beset with perils. "Iambic pentameter poses problems. Also, English is rich in monosyllables, meaning that a word-for-word rendering of a Shakespearean play could take twice as long to perform."

The great Romanian director Ion Caramitru claims that Romanian is the only language that can render Shakespeare's rhythm effectively. "The translation of 'to be or not to be' is rhythmically closer to the original than the French version, which is 12-syllable Alexandrine instead," he explains.

The transition from Stratford to Shanghai is just as difficult, as the Royal Shakespeare Company's Artistic Director, Gregory Doran, knows only too well. He is currently working on Chinese versions of *Henry IV* and *Henry V,* which the RSC will take to Beijing and Shanghai. He was inspired to produce these after doing a production of the 13th-century drama *The Orphan of Zhao* – the first Chinese play to be translated in the West.

Doran felt that existing Chinese versions of Shakespeare were too formal: "There are a number of very 'literary' translations going

back to the 1930s, but what the theatre practitioners told us was that they were very difficult for actors to speak and not really theatrically viable. They were too archaic. What we needed was a fresh theatre."

They adopted a collaborative approach to the translation, with the actors, director, artistic director and translator sitting around a table for an initial consultation. The translator then worked on the Chinese version, making any necessary changes during rehearsals. During this process, they found most of the comedic situations relatively easy to render, but the punchlines could be tricky. "The Chinese translations rarely translate anything bawdy," Doran explains.

Theatre historian Dennis Kennedy directed a Chinese version of *As You Like* It in Beijing, and will return in 2016 with a new version of *The Merchant of Venice*. His view is that foreign-language versions of Shakespeare's plays can be limiting. "It is the text that gets the attention. Even when we are talking about performance, commentators will refer back to the text as the primary object. As soon as you move into another language, all of that is lost. There is no longer anything of 'the scripture', no matter how good it is or how close it is to the original. The point is that it is no longer what we would call Shakespeare."

From wordplay to blank verse

Ching-Hsi Perng is a retired professor of English at National Taiwan University and is based in Hong Kong. He has translated *Hamlet, The Merchant of Venice* and *Measure for Measure* into Mandarin, and is currently working on versions of *As You Like It* and *The Merry Wives of Windsor*, the only Shakespeare play to be set entirely in England.

To start the process, he looks at the text not just as a reader but also as a scholar, in what he describes as essentially a "solitary pursuit". He leaves the production to the director and actors, although they do discuss the script with him. "The main challenge is always language. In addition to wordplays, there's poetic form. Modern Mandarin is a relatively new lingua, and writers are still experimenting with it, especially its rhythm."

"There was no counterpart to blank verse in Chinese poetic tradition; for true poetic drama we have to go back to traditional Chinese opera. But attempts have been made, I believe with some success, to catch that rhythm in more recent Chinese translations," he adds. "I try to approximate the rhythm of the original and avoid paraphrasing. Instead, wherever possible I try to keep the ambiguity or suggestiveness of the original. Hence my translation is more concise than most other Chinese translations."

For Perng, wordplays, which exist in all of Shakespeare plays, are the greatest challenge. "*As You Like It* is my first try at a real comedy and I find in it more wordplays than in the others I've worked on. When it is topical, humour is difficult to render, and explanation in notes will never do in theatre. If you are lucky, you may be able to tackle a single pun here and there. When one pun is followed by other related ones, that would be an impossible job, for instance, the string of Touchstone's bawdy puns."

He adds: "History plays, too, are difficult for both the Chinese translator and his audience, not familiar with British history. The titles of the nobilities alone are easily confusing." Noblemen and women are often called by their title, family name, given name and/or nickname within the same play. In *Richard II*, for example, the audience is supposed to know that Henry Bolingbroke, Hereford, the Duke of Hereford and Henry all refer to the same person. "I have shied away from translating any history plays, which also demand a familiarity with British history of the middle ages," he admits.

Having a live audience can be very useful in gauging how successful a translation has been. "Every time the translated work is performed for the first time, I would watch the audience's response to see how the words work on them. I also watch how the actors work with the words. Sometimes I say to myself, 'That is not what I meant at all'. But the staged performance is different from reading; you have to admit it has a life of its own and live with it," says Perng.

There may be linguistic losses in translation, but there can also be gains, he adds. "To me, a linguistic gain occurs when you can replace a subtle pun with an equally subtle Chinese pun. But, alas, such gains are rare. On the other hand, the translator should be able to claim that their translations, if generally well done, are gains for the target language, having explored and expanded its vocabulary and thought."

As Andrew Dickson, author of *Journeys around Shakespeare's Globe* points out, audiences hearing a translation of Shakespeare are having an experience that is closer to those rowdy throngs of four centuries ago. He explains: "With each translation, it becomes fresh. In a way, foreign audiences are hearing it like Shakespeare's audiences did, as a new text and not a series of quotations. In a funny way, [English-speaking audiences] never have that proximity to the language."

NEW AUDIENCES

Richard III, *performed at the Globe Theatre in Chinese by the National Theatre of China*

Mission impossible?

Angeliki Petrits on the seemingly impossible task of setting up a European-wide network of excellence in MA Translation programmes

The European Master's in Translation (EMT) is a network of 63 universities across Europe – 12 in the UK – sharing common benchmarks of excellence in translator training at Master's level. The need to set up the network arose at the time of the 2004 European Union (EU) enlargement, when ten new Member States, with nine new languages, joined.

While many European countries, such as the UK, have a long tradition of translation training and, consequently, well-established programmes, others lacked such programmes or had begun to develop them only recently. In doing so, they sought assistance from the EU regarding various aspects of their programmes, including the curriculum (balance between theory and practice, use of tools, project management issues), assessment and teaching.

The EU is a major employer of translators and an important player in the European translation market. It was therefore in its interest to follow closely the developments in translation training in Europe and to contribute to them, in order to make sure that there would be an adequate supply of highly qualified translators available to meet its requirements, and those of the wider translation market.

What seemed, in 2005, to be a 'mission impossible' is, in 2015, a reality. So when education remains a national concern, how was it possible for an EU institution to bring together, around a common goal, universities from 28 countries with their different education systems, objectives and traditions?

Inception

It all started in 2005. I had just arrived back in Brussels from Budapest, where I had set up a translation field office and recruited the first Hungarian translators for the European Commission. In the midst of my euphoria at having reached conversational level Hungarian, I was appointed Coordinator of Relations with Universities for the Directorate-General for Translation (DGT). It was a newly created post. Until then, DGT didn't have relations with universities, at least not on an institutional level. I have an academic background in sociolinguistics, so liaising with universities was both easy and enjoyable.

I was flattered by the freedom I was given, but the panic of impending failure hung over me

I had hardly had time to take my seat at my new desk when Juhani Lönnroth, then DGT Director-General, asked if I "could look into the possibility of setting up a European Master's in Translation?" Although I felt it to be a mission impossible, I answered, "Yes, of course! Would you have any specific guidelines?" He replied: "Organise a conference with universities in a year from now to see if there is interest. As for the rest, it is your project." I was flattered by the confidence and the freedom I was given, but the panic of impending failure hung over me.

The first thing I did was to start looking for allies both in DGT and in universities. Some DGT translators with a background in academia had drafted a model curriculum for an MA in Translation. Although very basic, it was a thorough starting point, containing the main elements that are essential to train professional translators.

I started a road trip across Europe, from Estonia to Spain and from the UK to Romania, where I presented the curriculum to universities and naively asked them if they were interested in implementing it. I thought that if several universities could agree to a common MA curriculum, the problem would almost be resolved. I was royally received. The newly established Routes into Languages programme invited me to join its working group on national networks for interpreting

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SPECIAL EVENT

(L-r) The winners with their awards; applause from CIOL Chair of Council Keith Moffitt, Royal Patron Prince Michael of Kent and President Nick Bowen; Marketing Manager Debbie Butler captures the moment; Chief Executive Ann Carlisle speaks at the event at Lancaster House; and Vice-President Baroness Coussins with HRH Prince Michael

PRIZEWINNERS

Threlford Memorial Cup for fostering the study of languages	European Masters in Translation
NRPSI Award for best overall DPI candidate	Veronika Balkovska
McInally Trophy for best overall CBS police candidate	Kincso Kovacs
Schlapps Oliver Shield for best DipTrans group entry	Dom-Schule Fremdsprachen
Richard Lewis Trophy for best DipTrans overall candidate	James Christopher Palmer
Fred Brandeis Trophy for best DipTrans Eng>Ger candidate	Erik Freitag
Peter Newmark Award for best DipTrans (Literature)	Consuelo Tesei
Nuffield Trophy for best DPSI group entry	Peterborough Interpreting Academy
Jaffar Hamid Cup for best DPSI candidate (Local Govt)	Aisha Sohail
Corsellis Cup for best DPSI candidate (Health)	Magdalena Herok-Broughton
Susan Tolman Award for best DPSI candidate (Law)	Kamila Czul
Susan Tolman CPD Prize for best DPSI overall candidate	Kamila Czul

and translation. Universities were generally very interested in the EMT project and all were keen to join. They said the curriculum was, in principle, very good but implementing it would be another issue.

I did not reckon on so many differences in the education systems across Europe. Here are just a few:

- In Spain, the curriculum is decided by the Ministry of Education; in other countries it is not
- Romania requires that research play the major part in any MA programme; in others professional experience is more important
- Some countries, such as France, had a two-year MA programme; others, including the UK, limited it to one year
- Some countries made internships compulsory; in others they were not allowed
- Some countries could recruit professional translators to teach; others were allowed to recruit only university professors.

In spite of all these difficulties, and thanks to the enthusiasm of the universities and their determination to go ahead, the first EMT conference, in 2006, was such a success that DGT decided to go ahead with the project. So it was that an annual EMT conference was established. An action plan was drawn up under which two internal DGT groups – a steering committee and a working group representing all official languages – and an external EMT Expert Group were instituted.

The latter was made up of eight university professors who had an international reputation and were particularly committed to the project.[1] Although they struck a geographical balance across Europe, they were appointed on an individual basis for their expertise in translator training; they did not officially represent their institution or country. Their role was to advise DGT on the steps to take in order to set up an EMT network.

Progression

From April 2007 to May 2009, the group met for two days every two months in a different university each time, and discussions continued online between meetings. The first challenge was replacing the model EMT curriculum with a more flexible scheme that could be implemented by universities. They came up with a list of six main competences that professional translators, and experts in multilingual and multimedia communication, should master.[2] These are all interrelated and necessary for translators but should also be understood in the overall context of university education for translators, which necessarily goes beyond such specialist professional aptitudes.

The group also set out what is to be achieved, acquired and mastered by the end of the training, regardless of where, when and how it takes place. University programmes that could prove that these competences were acquired by the end of their MA Translation could be part of the EMT network, no matter how the programme was implemented.

After long and intense discussions, the EMT Expert Group fine-tuned the competences and drafted the criteria that would be applied for the selection of the first members of the EMT network. The commitment to success was so intense that a special bond formed among the group's members. I will not forget the emotion I felt when – in the middle of a crucial discussion at 2am – one member sent me photos of his newly born puppies.

ACCEPTANCE SPEECH

Angeliki is awarded the Threlford Memorial Cup at the ceremony in November

Fruition

The first EMT network, comprising 34 university programmes across Europe, became a reality in July 2009. I was then appointed Language Officer at the European Commission Representation in the UK, in London – that was my reward! For the next six years, I enjoyed promoting language learning in the UK and working on joint projects with British universities of the EMT network. Since then, the network has grown to include 63 MA programmes.[3] In 2012, its logo became an EU trademark, which is offered to members of the network as a quality label.

On top of that, members of the network benefit from a privileged partnership with DGT, which provides guest lecturers and gives priority to their students for unpaid work placements. Members also benefit from the collective efforts of the network to enhance the status of translation as a profession. The network is inclusive and welcomes all programmes that fulfil the admission criteria. What is more, university programmes that are members of the network are expected to assist other programmes to raise their standards so that they too, at some point, can join.

EMT members meet regularly twice a year in order to exchange best practices in translation teaching and to discuss future developments. They organise themselves in working groups, each focusing on a particular aspect of translator training. The current network has set up the following groups: Employment and future of the profession; Tools and technology; Traineeships and professionalisation; and Collaborative learning and e-learning. They operate through various projects, including AGORA, OPTIMALE, QUALETRA and TransCert, under which – with the help of the funding sources – specific issues are developed further. Moreover, the EMT network is cooperating ever more closely with the language industry. It conducts joint surveys of translation stakeholders, who join forces to enhance the quality of traineeships.

Thanks to the will and commitment both of universities and of DGT, the mission has indeed become possible. The EMT network is now recognised worldwide as a network of excellence for European translation programmes. This underpins a better recognition of the translation professions and enhances the quality of global multilingual communication.

For more information on the EMT network see http://ec.europa.eu/dgs/translation/programmes/emt/index_en.htm. Many thanks to Nikola Kunte, current EMT Project Manager, for her valuable contribution.

Notes

1 Yves Gambier (University of Turku, Finland – chair), Nathalie Gormezano (ISTI Paris, France), Daniel Gouadec (University of Lille II, France), Dorothy Kelly (University of Granada, Spain), Christina Schaeffner (Aston University, Birmingham), Peter-Axel Schmitt (University of Leipzig, Germany) and Elzbieta Tabakowska (Jagiellonian University, Kraków, Poland)

2 Translation service provision, language, intercultural, information-mining, thematic, and technological competence. For more information see http://ec.europa.eu/dgs/translation/programmes/emt/key_documents/emt_competences_translators_en.pdf

3 http://ec.europa.eu/dgs/translation/programmes/emt/universities/index_en.htm

The

Magdalena Herok-Broughton explains how she prepared for her winning performance in the Diploma in Public Service Interpreting exam

I moved to the UK in early 2004, having spent five years in France. My first jobs were in the corporate world, but I had studied English and specialised in translation in my native Poland. By the time I decided to study for the Diploma in Public Service Interpreting (Health), in autumn 2014, I had been running my own translation and interpreting business for more than five years.

My work covers a variety of topics, including medicine, social services, education and technical documents, but it is my collaboration with the NHS that truly sparked my passion for interpreting. As I had been interpreting in hospitals, GP surgeries and mental health clinics in the Midlands on a daily basis, the DPSI exam felt like a logical next step in formalising my knowledge.

Due to childcare constraints, I opted for a long-distance study format. I loved the flexibility of this arrangement as I was able to schedule my preparation work for times that did not conflict with my daily work and family commitments. Between November 2014 and May 2015, I attended 15 Skype sessions with a Polish tutor based in northern England, herself a holder of the DPSI (Health). Her encouragement and support were invaluable.

I was provided with a list of essential reading, books and dictionaries. At the end

road to exam success

IMAGES: © CHRIS CHRISTODOULOU

of each session, held on a fortnightly basis, I was given 'homework': two medical texts – one in Polish, the other in English – to translate and send to my tutor before the next session. We would then discuss my translations, and share insights and thoughts on how best to approach the translation of a given topic, be it a letter from a GP to a patient or a hospital information leaflet. The format of the homework – and, indeed, of each Skype session – reflected the structure of the actual written and oral examination, which I sat in June 2015.

Apart from the translations, my tasks between sessions involved working on a set of materials, sent by my tutor, containing detailed descriptions of various systems of the human anatomy, along with helpful vocabulary-building exercises. We might focus on the respiratory tract one week and the digestive system the next. Needless to say, I now have quite a hefty folder with a wealth of medical vocabulary, which I often refer to in my daily work.

What helped me tremendously in cementing all this knowledge was using it regularly in the field. I also enjoy watching medical documentaries and dramas, and I find it helpful and interesting to try to understand the various procedures and treatments. Reading up on a variety of medical topics from a number of sources really helps to keep the vocabulary fresh.

On the day

The oral exam was held in London and consisted of two sight translations from Polish into English and vice versa, as well as role-play involving consecutive and simultaneous interpreting between a doctor and a patient. I had been provided with a very brief description of the role-play scenario in advance, which gave me the opportunity to prepare a set of possible words and phrases. The pace of the oral exam was quick, mimicking a real-life doctor-patient conversation. This is precisely what I found helpful: imagining that I was actually attending an interpreting session in a doctor's surgery rather than facing a panel of examiners.

The written exam took place a week later in Birmingham. The task was to translate two texts: one into Polish, the other into English. My advice would be to monitor the clock closely while working on these tasks, as you need to give yourself time to create a clean version of the text, especially if you begin with a draft, and to read it through to check if it reads like a flowing, natural piece of writing.

15 top tips for candidates

1 Develop coping techniques that help to ensure good quality of work under stress.
2 Make sure you are fully competent in your specialist field in both languages.
3 Make use of the IoLET resources at www.ciol.org.uk, including the 'DPSI documents A-Z'.
4 Practise under timed exam conditions.
5 Develop specialist glossaries in both languages, as well as note-taking skills.
6 During the consecutive interpreting part of the exam do not rush or try to formulate a response before listening to the complete sentence.
7 If there is a word you do not understand, interpret the main meaning of the sentence. As long as it is coherent and the message is transferred, you are safe.
8 Asking for repetition during the consecutive interpreting task can help, but doing so more than two or three times may result in lower marks.
9 Paraphrasing a technical term is a good solution when no exact equivalent exists, but unnecessary paraphrasing loses marks.
10 Whispered interpreting is all about concentration. Start interpreting as soon as the meaning becomes apparent.
11 The important thing during whispered interpreting is to not lose the thread. If you do, do not try to go back. You will not fail for omitting a few words, as long as the meaning is conveyed.
12 Before starting your translation in the written exam, read the text, understand its content, and recognise how its parts are connected and organised.
13 If your translation does not make sense you have most likely misunderstood the source text.
14 Check that your text reads well. Will the reader understand it correctly?
15 Check for spelling errors and omissions. One omitted word, number or comma might render vital information incorrect.

IMAGES: © FELIX MACPHERSON

The battle for Cantonese

Theo Merz considers the future of the Hong Kong vernacular as the use of Putonghua and English increases

In this context of uncertainty, any move that is seen to sideline the local language could prove explosive

As much as the drill of building works or the ding of the city's trams, public service announcements make up the soundtrack of life in Hong Kong. Not just because they seem to cover every topic ("no helium balloons in train stations", "don't look only at your mobile phone", "keep pace with the swimmers in your lane"), but also because they are repeated in three languages: first the local Cantonese, then the mainland's Putonghua (Mandarin) before the old colonial English.

For a visitor, this is usually the first sign that you are in a Special Administrative Region of the People's Republic of China – no longer an outpost of the British Empire but, until 2047 at least, not entirely aligned with the mainland either. For Hongkongers, it is a constant reminder of the authorities' professed desire that they should be trilingual and biliterate, with the ability to read both English and Standard Chinese.

While Cantonese remains the lingua franca for the region's seven million inhabitants – spoken by legislators and the media, though English is still used in the courts – other regional languages on the mainland are rapidly dying out under pressure from Beijing. Some believe that Hong Kong's vernacular will be unable to avoid the same fate, as the centre pushes for increased use of Putonghua in schools and public life.

Shanghainese is a case in point. It was once the dialect for the entire region surrounding the eastern port city, but a recent study found that some 40% of students in Shanghai's schools did not speak the language at all.

In Guangdong province, just across the border from Hong Kong, Putonghua has been making gains at the expense of the local Cantonese. "Love the flag, sing the national anthem, speak Putonghua!" reads one poster displayed in local classrooms. "I am a child of China and speak Putonghua!" says another. A third instructs pupils: "Speak Putonghua, be civilised!" (Authorities refer to the likes of Cantonese as dialects, though Cantonese and spoken Putonghua are not mutually comprehensible. "Like ducks talking to chickens", as speakers of Cantonese would put it.)

Robert Bauer, an honorary professor of linguistics at Hong Kong University, who has lived in the region for decades and speaks fluent Putonghua and Cantonese, found that younger people in Guangdong province were embarrassed when he tried to talk to them in the vernacular, apparently more comfortable to converse in the Beijing-imposed standard. Students who hoped to become radio presenters spent time removing any trace of a regional accent from their Putonghua – their only chance of landing their dream job.

"If you want to know what Hong Kong will be like in 50-100 years, all you have to do is go up to Guangzhou [in Guangdong]," says Professor Bauer, who recently spoke at two

WRITING ON THE WALL
Design on a shop front in Tai O, a fishing village on Lantau Island (left); and traditional Chinese characters on street signs in the rapidly gentrifying area of Sai Ying Pun (below)

specialist conferences on the Yue dialects, of which Cantonese is one. "It left me with the feeling that we are fiddling while Rome burns, but none of the other speakers felt any sense of urgency."

The fight for the classroom

He argues that the medium of instruction in Hong Kong's schools is the key battleground in the fight for the future of Cantonese. Shortly after the handover from Britain to China in 1997, schools were instructed to use pupils' mother tongue – i.e. Cantonese – for classes. But since then, the use of Putonghua in classrooms has been increasing and last year the city's Legislative Council announced that teaching the Chinese language through Putonghua rather than Cantonese is "a long-term and developmental target".

While the city's Education Bureau does not provide a breakdown of the proportion of schools using Putonghua to teach Chinese, a recent edition of the local *Time Out* suggested that two-thirds of primary schools now use the mainland standard for this and/or other classes – a figure backed up by a number of experts.

"At the moment Cantonese is in great shape," says Bauer, with some 96% of ethnically Chinese Hongkongers speaking the language. "But the thing is, if children learn to read Chinese with Putonghua pronunciation, they are not going to learn Cantonese and, over time, Cantonese becomes completely marginalised. It means Hong Kong will be very, very different."

A linguistic bomb?

Professor David C S Li of the Hong Kong Institute of Education agrees that the future of Cantonese will be decided in the classroom, but he does not believe that the vernacular will be disappearing from the city's schools anytime soon. "We have no indication, as yet, that one day the language of instruction in the education domain will change, that there will be a major change from Cantonese to Putonghua," he says. "I would say it would be a linguistic bomb if mentioned. I predict local young people would go up in arms."

At the front of his mind, of course, are the Occupy protests of 2014 – also known at the Umbrella Revolution – in which huge crowds of students and protestors shut down the city centre for weeks to demonstrate against what they saw as the mainland's curtailing of their democratic freedoms. Beijing had said Hongkongers could vote for whoever they wanted to be the region's next leader – as long as they chose from a list of candidates vetted and approved by the Chinese Communist Party.

Hong Kong lawmakers later voted to reject Beijing's proposals but no others were forthcoming and the issue remains unresolved. In this context of uncertainty as to the extent of the region's real autonomy, any move that is seen to sideline the local language could, indeed, prove explosive. "Cantonese is very strong and it is very much an identity marker," says Andrew Kirkpatrick, professor of linguistics at Griffith University and a specialist in multilingual education policy in Asia. "It's a distinctive marker from the mainland and, in that sense, it is very powerful. I think if they reduce the Cantonese classes in Hong Kong, there would be a riot."

Rather than Putonghua, for Professor Kirkpatrick, the greatest threat to Cantonese is English – and from the attitudes of Cantonese speakers themselves. "One problem with language policy in Hong Kong is that, with two exceptions, the universities are English medium," he says. "That puts pressure on secondary schools to teach more and more in English if their students are looking for further education. Cantonese *is* losing a little bit in secondary schools, but to English rather than Putonghua."

He adds: "Some Cantonese speakers still feel it's a vernacular language – not a proper language, not a language of education. There's that kind of danger too: if they see it that way, it's easier to persuade them that Putonghua is a much more sensible language of education."

Surviving the onslaught

Although Cantonese has a history stretching back around 1,000 years and is more similar to the language used during the golden age of Chinese poetry than standardised Putonghua, it is true that even some native speakers regard it with a certain snobbery. "Hongkongers should be ashamed," said a letter from a resident of Tai Po, in the New Territories of Hong Kong, to the *South China Morning Post* in 2010. "Thirteen years after returning to the motherland, the great majority of this city's residents are unable to speak Putonghua well and our children continue to learn a corrupt form of Chinese in schools."

But, however it is regarded, for many it is simply impossible to imagine a Hong Kong without Cantonese. Translator, interpreter and member of the CIOL Hong Kong Society Executive Committee, Daniel Chan FCIL paints a gloomy picture of the path ahead but believes that Cantonese can survive, whatever the mainland authorities throw at it. "The plan of the Communist Party is to destroy our language, they have no respect for anything traditional. Their goal for a long time has been to lower the status of the local dialect," he says.

"However, we have such a strong base – there's a soft power and we continue to have a big influence," he adds, referring to the Cantopop, Cantonese Opera and Hong Kong-produced films that continue to be exported to Asia and beyond, as well as the migrant families who have Cantonese as their first language in Chinatowns and elsewhere around the world. "Yes, the status will be lower and lower and, after 2047, nobody knows what will happen. I don't think it will have much practical impact. Cantonese is not so easy to destroy."

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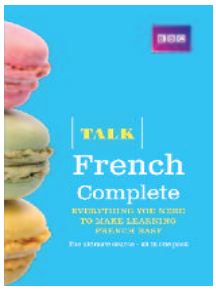
Books / events

BBC Active Talk French Complete

Isabelle Fournier & Sue Purcell



BBC Active 2014, 576 pp + 240 min; ISBN 9781406679212 Paperback & CD
£29.99

Having learnt languages using 'traditional' methods, I was sceptical about a self-taught course. I have never believed that you could learn a language with a 'casual' approach. However, I was pleasantly surprised at how narrow-minded I'd been! The BBC Active Talk course for beginners is brilliant. It comes with two books and audio materials (CDs), plus a grammar book in case you require a deeper explanation.

You have to use the book and CD simultaneously, which may be a downside for someone used to doing things on the go, but it was not an issue for me. The course is divided into 20 chapters (10 in each book), which cover basic topics – introducing yourself, ordering drinks/food, booking a room, getting information/advice, shopping for clothes, and more. Each chapter is well structured, starting with a good introduction into cultural aspects. At the top of each page are key phrases, which you listen to and read at the same time; and at the end of each chapter there is a quiz to check your newly acquired knowledge.

The layout of the book is great, as is the quality of the recordings. All of the contributors are native language speakers, both male and female. The dialogues and the exercises are not too long or overloaded, and enable you to build your key vocabulary step by step, giving you all the basic knowledge you need to be able to say short sentences and eventually hold conversations.

When I started the beginner's course my French was non-existent; now I feel as if I could communicate confidently with native speakers, and I will definitely practise on my next trip to France. The course helped me to overcome my fear of talking, which is the worst part of learning a new language. It seems easy and light, but really engages you in the culture and language.

As you would expect, regular practice is essential but I would certainly recommend the course. It is good value for money and has all a beginner needs, as long as they are diligent enough.

Oleksandra Spiegler,
CIOL Examinations Supervisor

METM15 conference

Mediterranean Editors and Translators

29-31 October 2015, Faculty of Arts and Humanities, University of Coimbra, Portugal

The words 'higher education' took on a whole new meaning for delegates at the Mediterranean Editors and Translators Meeting (METM15) in October, as they climbed the hill to Coimbra's historic university – a seat of learning where history and modern student life exist side by side.

The METM15 format did not differ from other similar conferences, with the more hands-on experience of workshops on the Thursday preceding the conference proper. One distinction, however, lay in the gourmet breakout sessions, with themed discussions over *almoço* and *jantar* ('lunch' and 'dinner') on topics such as marketing, workflow, career development, time management and budgeting. This was organised networking with fellow attendees at its finest, between mouthfuls of delectable Portuguese specialities.

Another, subtle difference was in the subject of the talks and choice of speakers. MET is an association not just for translators and interpreters but for editors too. This meant a certain emphasis on the actual mechanics of writing. John Bates, for example, gave a talk on 'Grammar Myths from the 18th to the 21st Century: Prescriptivism rules?', while Tom O'Boyle's workshop was entitled 'Signposting the Way: Using punctuation to improve flow'. Editing your own translations was also covered, thanks to Mary Savage's presentation of the results of a pilot survey of translators' self-editing practices.

Academia was well represented, with several speakers from universities around the world, including professors Laurence Anthony from Waseda University in Japan and John Flowerdew from the City University of Hong Kong, who gave the plenary talks. Also covered was 'pracademia' – the combination of academia and practice – in presentations by John Linnegar and Sarah Griffin-Mason.

All in all, the conference lived up to its theme of "versatility and readiness for new challenges" by breaking the mould and offering attendees a broader-than-average spectrum of subjects. This was MET's 10th annual meeting. The next one, on the theme 'Raising Standards through Knowledge Sharing and Peer Training' will be held on 13-15 October in Tarragona, Spain (see www.metmeetings.org) and based on the 2015 meeting, I would certainly recommend it.

Mary Consonni MCIL

LIFE LESSONS
Muriel at a school in Battambang, Cambodia

Teacher *on tour*

One French teacher takes us with her on a year's sabbatical to teach, learn and lecture at schools and universities in 14 countries around the world

MURIEL HUET

As a secondary school languages teacher, Specialist Leader in Education, and Head of French, my life was becoming an endless list of tasks: planning, reports, data analysis, meetings, assessing, marking… Although I love my job, I needed to refresh my brain and escape the daily administrative pressure we teachers are increasingly under. I wanted to go back to the source – teaching, just teaching – so I decided to go on a teaching journey of 14 countries around the world for one year. As Seneca said, "travel and change of place impart new vigour to the mind."

I started by contacting schools in Asia, Africa and South America to set up placements and visits, using all the contacts available to me: friends, family, social media, my school. Not only were schools and organisations interested in my services as a language teacher, but I was also asked to deliver some conferences on the use of short films and authentic material to promote language learning – an expertise I developed through work with the British Film Institute. Most places offered a small fee or free accommodation, which has been a great help, as I have no regular income this year.

My itinerary planned, I set off for China in September to deliver conferences at the Beijing International Studies University (BISU). I then travelled to Shanghai, Sian and Suzhou, where I was able to discover more of the fascinating Chinese culture in this country of contradictions – a very different place to the image Europeans tend to have of China.

In Burma/Myanmar, I visited rural schools where the teaching is still very traditional and consists mostly of repeating after the teacher or copying from the board. I was lucky to be there just before the recent historic elections, and through the many conversations I had with young people, I saw a real desire for change. They want easier access to education, fewer children working on the streets and, of course, more freedom. The journey to democracy, and therefore to better education, is just beginning.

In Cambodia, I worked in an orphanage where one third of the children are HIV positive. My tasks ranged from teaching English to developing literacy skills, singing bedtime songs and playing games. It was a real life lesson: these children know that they have to work particularly hard to achieve anything in life, and despite the difficulties, they put lot of effort into learning English.

I had the chance to visit the nearby high school, where teachers have to teach classes of 50 pupils or more, for an average salary of just US$150 a month. Teachers' salaries are a real issue in Asia, as staff on low incomes put less effort into lessons so that they can offer extra classes after school in order to raise their income. In addition, due to a lack of teacher training, people can become teachers as soon as they leave school, meaning that they do not have the necessary skills.

In Vietnam, I taught English and delivered workshops about pedagogy to teachers at the Hanoi University of Science and Technology. The Vietnamese students I met were positive, highly competitive and hardworking. They understand the importance of learning foreign languages to secure a better future, and are full of ideas to develop their language skills. The teachers are eager to develop their expertise, hungry for new teaching methods and excited to learn from others.

I was lucky to be there for World Teachers' Day – a very important event in Vietnam in which students give their teachers gifts to show their gratitude. Wearing my traditional Vietnamese dress, I received flowers from my new students, wishing me happiness in my life and success in my career, and they also sang in my honour. What a beautiful day! An idea to bring back to the UK.

Thanks to teaching, I have been in contact with locals in every country I have visited and I always try to learn some words in the local language. There is a magical element to learning a new language, and people always welcome this effort with huge smiles and kindness. This has helped me to gain better access to each country and its culture, and understanding the context I am working in has enabled me to recognise what I can bring to each school. The cultural differences, the infrastructure, the equipment… many factors have to be taken into account, yet such challenges have helped me to develop my expertise as a teacher.

This experience has highlighted a need for a more efficient and significant teaching network around the world. Are we using all the funding available, are we taking up opportunities, are we using the technology efficiently to make such things possible? We could learn so much more from each other.

TL Muriel Huet is taking a one-year sabbatical from her role as MFL teacher at a London secondary school.

Letters *Email linguist.editor@ciol.org.uk*

Another take on starting out

I read your three 'starting out' articles (*TL*54,6) with great interest. I noticed that the three ladies involved all had language-related university qualifications (although this was less clear in 'The Intern'). It would be interesting to hear about the experiences and careers of translators (and possibly interpreters) who do not have university language qualifications but who work with languages at professional level, such as people who are bilingual or trilingual from birth, or who, as a result of circumstance or work, were exposed to two or more languages for many years, and who entered the language business later in life. By this I mean after successfully completing some kind of university programme, gaining non-language work experience and having their language skills recognised appropriately.

STAR LETTER

Translators with advanced education in certain sectors (such as an MSc or PhD in sciences or engineering) and proven language skills (e.g. via the Diploma in Translation) are likely to be better equipped for the professional, accurate translation of technical texts than translators with a degree in languages, proven translating skills and who attended specialisation courses. I do not mean to say that one combination is better than the other – just that in certain settings one combination may be preferable.

Jill Marturano MCIL

The mediator

I really appreciated the well-written and well-structured article by Allison Brown, 'Re-writing History' (*TL*54,5). Parallels can readily be drawn with translation work in a number of fields. The article concludes with the following words: "A translator thus does not only simply translate words, but acts as a linguistic mediator across history and cultures." In my view, a *good* translator *never* "only simply" translates words. Our role is always one of a "linguistic mediator".

Glynis Thompson MCIL

Star letter prize

The BBC Active Talk Complete self-taught French course is reviewed on page 27, and this issue's Star Letter writer wins the Spanish set of three books and four CDs. For a chance to win your choice of course (French, Italian, German or Spanish), share your views via linguist.editor@ciol.org.uk.

www.bbcactivelanguages.com

In the media

TERESA TINSLEY

It was good to see the British Council's call to "learn a language in 2016" widely reported, its impact amplified by the backing of actor and languages champion Larry Lamb. *The Telegraph* also chipped in, with an online poll in its travel section asking "Should we feel ashamed that so few Britons speak a foreign language?". When I accessed it, 60% agreed that we should.

This column has reported many times on scare stories in the tabloid press about the growing presence of languages other than English in schools and communities around Britain. Late in 2015, *The Express* ran a story about the "English language starting to die out". Happily, the Independent Press Standards Organisation found the account "totally unsupported" and forced the paper to publish a front page correction.

However, the publication soon found another outlet for its linguistic intolerance: the "shameless" "splurge" by MPs of "your cash" on language lessons – the underlying message being that language learning is a waste of time and a luxury. The amount – £38,000 since 2010 – hardly amounted to profligacy, although the paper was most outraged at the £5,000 spent on Icelandic.

The Express, *The Mail* and *The Mirror* all ran an encouraging story about Arsenal goalie Petr Cech, whose success this season is attributed to his ability to speak to fellow team members in French and Spanish. "It's easier to say it in their language than hoping they will understand," Cech was quoted as saying. *The Mail* also reported that Gary Neville's Spanish classes were paying off in his new job with Valencia FC, although in another article they said that his difficulties with the language would hinder his long-term future there.

Finally, more evidence, via *The Mirror*, of the perils of Google Translate: Ukrainians recently identified an error that rendered Russia as 'Mordor' (the evil kingdom in *The Lord of the Rings*), and Russians as 'occupiers'.

Teresa Tinsley is Director of Alcantara Communications; www.alcantaracoms.com

ADMISSIONS

A life with languages

Raymond Cheng MCIL CL is a media analyst. In his native Chinese, he explains how he uses languages in his work; for the English version see www.ciol.org.uk.

「我生於香港；曾到美國、菲律賓、英國、和印度等地接受教育；並親身經歷九七年香港回歸。我居住過的不是華洋雜處便是衝擊著文化差異的地方。所以我最感興趣的便是明白那些怎樣都譯不通、搞不明的語意。

過去二十年，我的工作都不曾離開過語料庫語言學及統計學的應用。我做的是顧問類型的研究工作。除了要求流利的英語、粵語和懂普通話外，我們還需對文字及各類媒體保持一定敏感度，好讓我們可以幫助企業和公司客戶找出有助他們業務的營銷傳訊和媒體傳播策略。

還記得我的第一份工作是在香港某政黨的研究部當研究員。這份工作，使我清楚了解到大眾一方面對文字可謂極為敏感，但另一方面又渾然不覺文字背後的意思正在不斷地轉變。而這點微細的改變往往就是社會文化大變革的先兆，未來的前奏。當時的我已經認定，只要細閱憲報和政府文件中用字的變化，任何人都可以洞悉政府施政取向上的變軌。我本著這信念，繼續追蹤著語言，了解著社會的發展狀況和文化趨勢，在處理眼前工作之際用心眼窺看未來。

然而我亦感十分幸運，半工半讀期間曾有機會到香港以外多個不同地方深造並學習各地文化。而我所持的由本科以至博士後研究的各級學歷（包括刑事司法、貪污研究、市場研究及統計、公共衛生、工商管理、語言學、電算學、電子物流、公共行政以至教育），乍看之下雖然風馬牛不相及，但這種「說來話長」的組合卻暗藏一脈相承似的深切微妙之處；那就正是固中言語帶滲著隨時代而變的社會狀況。

人常言道：「春風化雨潤物無聲，今天的我亦身為人師。我現時是侯任英國巴斯斯巴大學商業及管理學學士課程的香港區學術總監。我亦於香港明愛專上學院當助理教授 (半職)，主要任教語言及人文學學科。我亦同時是香港理工大學的客席講師，任教中英企業傳訊碩士課程中《全球本土化與媒體話語實踐》一科。我一直跟學生提倡語言的隱藏角色及其在社會上佔著舉足輕重的力量，並教育他們；在一個虛假資訊爆膨的時代，我們該如何利用本身所學去理解周遭真實但難以捉摸的轉變和演化。

餘暇時，我會更新我的網站 Commentary.com。Commentary.com 是一個我於 1997 年時創建的網站；其宗旨在喚起市民關注某些特定社會政治議題。而我最近期的「搞作」便是與菲律賓中呂宋國立大學（CLSU）旗下的公開大學合作，將其學士學位課程以超低學費（即近乎十份一至五份一之費用），以遙距修讀的方式，提供給未能負擔本地大學學費或因需負擔家庭而跟本無暇上課的學生報讀。除免費公開講座外，我還會由 7月起為此課程於香港電台第五台（RTHK5）主持一個講述相關課題的節目。大家到時記著準時收聽啊。」

Students
Feruz Ali
Ilenia Battaglia
Hanan Ben Nafa
Klarita Canaj
James Dedman
Sophie Elliott
Katalin Galoczi
Maria Elena Garcia Hardy
Laura Glancey
Maria Grazia Inserillo
Rachel Jones
Jolita Kontenyte
Diana Koteva
Tina Lloyd
Ana Maria Lorz Vidan
Monika Malecka
Rebecca Neal
Eloise Orofino
Anthony Powell
Brendan Reville
Samuel Rollison
Joseph Russo
Hannah Shaw
Chiara Sodi
Agnieszka Theodossiou
Adrien Valcke
Ekaterina Verma

Associates
Joseph Brook
Bogdan Caragioiu
Claudia Dias
Zoe Edis
Laila Iskander
Alasdair Lacey
Lina Liu
Penelope Lydiate
Claire Parry
Mihaela Patrascu
Georgina Pettit
Sarah Trenker
Joanna Witczak
Zoe Woodward

Members
Marine Baudriller
Deborah Borderiau
Thomas Brooks
Iwona Burns
Katia Craigen
Karina Faust
Anna Heath
Jenny Jenkins
Justin Jennings
Nicola Keeble
Yvonne Kennedy
Dorota Krogulewska
Magdalena Kwiatkowska
Morgane Le Cleuyou
Lo Po Kan
Oscar Lomas
James Mallinson
Vivien Mayer
Marina Meier
Valentin Merkulov
Kate Mullee
Marta Pino Moreno
Emily Richards
Marion Schick
Barbara Schirru
Jan Sisson
Angela Sorosina
Grazyna Szczerba
Stella Waltemade
David Wynford-Thomas
Yeung Wai Nga Alice
Nicola Young

Fellows
Richard Delaney
Danuta Watson

Readmissions
Anthony Adamberry
Lyn Austen
Katarzyna Bany
Rosalie Blythe
Ursula Bowen-Purner
Ina Brachmann
Rita Cabrita
Giovanna Carter
Chiu Chuen-Lai
Phillip Churm
Fabienne Cilla
Anne Collins
Donald Cooke
Rebecca Davis
Michele Di Muro
Michael Dudley
Zelia Edwards
Pedro Flamarique
Noel Flannery
Fung Lai Ching
Nuria Garcia Palazon
James Haig
Mohammed Ilyas

SOCIETIES

Meet the Fellows

Profiles of the most recent admissions

Richard Delaney FCIL CL is bilingual, having grown up in Germany and the UK. Before qualifying as a translator, he worked as a lawyer in England and Germany, and therefore has an in-depth understanding of both legal systems, specialising exclusively in legal translation.

From 2008 onwards, he helped to set up and teach an MA in Legal Translation at City University in London, until it was discontinued in 2013. He now runs professional development courses, both for professional translators' bodies and for industry and private clients, including government ministries and public authorities. Delaney has recently been accepted as a Chartered Linguist in the translation and education sections.

Danuta Watson FCIL studied Russian Philology at Gdansk University and then spent five years at the Moscow State Institute of International Relations, training for diplomatic work before working in the Polish diplomatic service in Moscow, Warsaw and London.

Her main professional experience lies in academia, as she has spent 20 years teaching Russian and Polish at Northumbria University. A Polish national, Watson has the DPSI Law (Polish/English) and plans to devote more time to interpreting and translation when she retires from her current position as Senior Lecturer.

Martin Jakubiak
Amarjit Kaur
Wai Fun Kho
Sara Knapp
Brenda Lees
Linda Liu
Slavka Lukashuk
Monica Majauskiene
Michael Martin
Iris Martins-Griffiths
Michael McCain
John Mifsud
Mojdeh Mohtadi
Thomas Moncur
Dorota Moracka
Malgorzata Niemiec
Merav Pinchassoff
Connor Porter
Helen Robinson
David Ronder
Emily Russell
Claudia Sanchez Bajo-Roelants
Nazir Tabassum
Leslie Thorogood
Andrew Wai-Ping Wong

Across the cultural divide

GERMAN SOCIETY MEMBERS ENJOY A DAY OF TALKS, FROM LINGUISTIC PROFILING TO TRANSLATING JAMIE OLIVER

On 14 November, the German Society Chair welcomed 28 linguists to a day of talks about translation in its widest possible sense, and how we communicate across cultural divides.

Susanne Kilian has many years of experience as a UN interpreter. This has taught her that a word can create different emotional triggers in different people, and that we subconsciously filter information to decipher whether it is trustworthy. Our cultural background colours our reception. Using many entertaining examples, she explored the differences between Germans and native speakers of English and arrived at the conclusion that Germans "can do everything, except small talk".

Richard Delaney FCIL (see 'Meet the Fellows') taught us "how to be incomprehensible in more than one language". Many antiquated legal phrases combine Norman French with Anglo-Saxon, giving us 'aid and abet' and 'grant, devise and bequeath'. German does not have this. Ambiguity in legal texts is often criticised, but can be deliberate and advantageous. If the wording of an international agreement leaves the signatories some wiggle room, they can 'sell' it more easily back home.

Dr Isabelle Thormann talked about linguistic profiling. A profiler may be called upon to assess the possible authorship of ransom notes, blackmail, threats, hate emails, etc. Other material written by a suspect is compared with the text in question to identify peculiarities of speech. Do mistakes that a spellchecker can't find occur throughout? What grammatical forms or tenses are favoured? Is an em dash or a hyphen used? Is there an unusual word order or double negatives? Is the style consistently inconsistent? One's personal use of language can be very revealing.

Nick Tanner, who has a marketing background, introduced us to the British celebrity chef Jamie Oliver in German translation. Jamie writes as he talks on TV: his recipes instruct us to "whack" or "throw" in "nice handfuls" of ingredients. Nick wondered if the German translators found stylistic equivalents but found that Jamie's idiolect, and abundant use of the first-person voice, disappeared almost entirely in German. Perhaps this is a cultural preference, however, as the books do sell well in Germany. We also tried, with little success, to translate Jamie Oliver ourselves. Pity the translator faced with "I think it's a really wicked fish." Or, at the end of a recipe, "To. Die. For." German just doesn't go there!

See www.ciol-gs.de for a full report.

DIVISIONS & SOCIETIES

Ruling the waves

THE BPG DIVISION VISITS THE INTERNATIONAL MARITIME ORGANIZATION

How many of us realise that the majority of the things we own, touch and buy arrive in the UK by sea? And how many are aware that maritime regulations for commercial shipping are controlled by the prestigious International Maritime Organization, based in London in premises overlooking the Thames?

Thanks to BPG Committee member Rodney Mantle's links with the Twickenham and Richmond Branch of the United Nations Association (TRUNA), 24 division members were able to visit IMO headquarters in November. Established in 1959, when the need for universal standards in shipping and the protection of the marine environment were recognised, the IMO now employs around 300 staff of 50 nationalities, and has 171 member states and three associate members. Even landlocked countries, such as Zambia (the most recent member), are dependent on goods transported by sea. Indeed, nearly 90% of world trade is carried by sea, so shipping underpins the global economy.

Standards and guidelines cover everything from safety and security on board to accident response, ship recycling and pollution, and member states are expected to monitor practice in order to ensure that these standards are adhered to.

Increasingly, too, there are security concerns over piracy and terrorism. Many of the issues are extremely complex. Security plans for shipping, for example, raise questions over the liability of on-board armed guards, and conventions on pollution have to recognise that 80% of marine pollution originates from the land and that micro-organisms are transferred around the world in the ballast water of ships.

Even before the tour started, one IMO-trained CIOL visitor shared tales of his life in merchant shipping, including being on a ship that struck an iceberg. It proved an excellent introduction to IMO's motto: "Safe, secure and efficient shipping in clean oceans."

Our tour began in the Main Hall, where the IMO plenaries take place – a kind of mini-UN General Assembly. BPG members were clearly absorbed by our guide's explanation of the practicalities of running IMO meetings. Later we were even allowed access to the interpreters' booths, normally not part of their tours.

The next highpoint was a short film followed by a presentation by Media and Communications Officer Natasha Brown on the IMO's complex and varied work, ranging from legal matters to pollution. This was linked with a short talk by Hilary Evans of TRUNA about the United Nations Association, including the distribution of information materials, as well as a document prepared by Rodney on translating and interpreting at the UN.

The tour was rounded off by a visit to the Maritime Knowledge Centre, which houses a wide variety of information on maritime activities and is used by researchers from many countries. The café, with views of the Thames and Houses of Parliament, was much appreciated, and on the way out we stopped to study the numerous maritime exhibits that the IMO has accumulated over the years.

Many thanks to Rodney, his UNA colleagues and the IMO for organising this very enjoyable visit.

KEY

DIVISIONS

Business, Professions & Government:	BPG
Interpreting:	ID
Translating:	TD

SOCIETIES

Cambridge:	CAM
German:	GER
Hong Kong:	HK
Lincolnshire:	LINC
London:	LON
North West:	NW
Scottish:	SCOT
Spanish:	SP

February

GUIDED VISIT TO THE ARMOURERS' HALL BPG

Friday 26 February

City of London, 11am

A unique opportunity to visit the Armourers' Hall, which is the oldest extant building in London, dating back to the 14th century. **This event is fully booked.** To join the waiting list, email Julie Hobbs: julie.hobbs@ciol.org.uk. *£10; Coleman Street, EC2.*

AGM GER

Saturday 27 February

Berström Hotel, Luneburg, 11am

Formal meeting.

May

AGM & 'A TALK ON CHINA' LINC

Saturday 14 May

Wig & Mitre, Lincoln, 12-4pm

The formal meeting will be followed by a networking lunch and a talk about the

China that few westerners see, by Rodney Mantle FCIL, who lived in China for 10 years.

Call 01522 526695 by 7 May to book.
Wig & Mitre, 30 Steep Hill, LN2 1TL.

LOOK AHEAD

9-11 September
Study weekend GER
This annual event, held with other professional language bodies, will be in Weimar in 2016.

19 November
AGM HK
Held at the HMCA.

Lunch and talk LINC
Networking event.

CONTACT DETAILS

BPG Judith Ridgway, bpg@ciol.org.uk
ID Christine Pocock, id@ciol.org.uk
TD Michael Cunningham, td@ciol.org.uk
CAM Leslie Ray, cambridgesociety@ciol.org.uk
GER Stephanie Tarling, germansociety@ciol.org.uk
HK Francis Lee, hongkongsociety@ciol.org.uk
LINC Candia Hillier, lincolnshiresociety@ciol.org.uk
LON Rannheid Sharma, londonsociety@ciol.org.uk
NW Katrin Hiietam, northwestsociety@ciol.org.uk
SCOT Majorie MacRae, scottishsociety@ciol.org.uk
SP Rose Mary Bell, spanishsociety@ciol.org.uk

Making changes

DIANA SINGUREANU JOINS THE INTERPRETING DIVISION AT AN EVENT FOCUSING ON HOW TO DIVERSIFY AND REINVENT YOURSELF PROFESSIONALLY

At the Interpreting Division's 'Diversifying Your Career Portfolio' event on 21 November, Christelle Maignan MITI, a personal performance coach, was the first speaker. Her presentation, 'Reinventing Yourself: How understanding the change process can help you take the leap', addressed approaches to change management, gave attendees an insight into why people instinctively tend to resist change and explained how that can be dealt with efficiently.

Change is nearly always perceived as a threat, which is normal, and it is only natural to resist it. We all respond in different ways: stagnation (the freeze response), transformation (re-training) and adaptation (taking on a new speciality, diversifying, etc). What we need to bear in mind is that, while change is external, the resulting transition happens internally over time.

From her experience as a coach, Christelle has found that one of the biggest problems people face is getting stuck at one particular stage (denial, anger, depression) and finding it difficult to move on. Thus it is important for us to be open to change, to embrace it and to become more creative.

One of the most interesting questions asked at the end of her presentation was: "How do we know if our ideas for diversification are too daring or whether the 'panic effect' simply makes it seem that way?" Christelle explained that we need to make a list of what is really important to us and what we enjoy, and then reflect on whether it is in line with what we are trying to do. Then we need to break it down into smaller goals (which keeps you motivated while maintaining a sense of direction) and allow ourselves to fail and learn from that.

In his presentation 'Adding Another String to your Bow', Michael Wells outlined his work as a French to English translator, interpreter and language trainer in a business environment. His journey started with a love of African literature, which led to work in Namibia and Burkina Faso. Back in Europe, he worked in Paris for an NGO and then as a translator for the EU.

His work experience is wide and varied, and he has always managed to combine his personal interests (such as botany) with his language skills. More recently he was involved in live TV interpreting for a Parliamentary Committee on the situation in Calais. Michael also enjoys language teaching and recently discovered a new way to combine his love of art with teaching by holding a one-to-one session in an art gallery, where he could talk about architecture-related terms that were essential to his student.

He concluded that it is important to try to transform every potential threat (weakness) into an opportunity. Interpreters should not be afraid to 'stretch' their skills and be open to researching and learning new terminology as part of doing something they enjoy. He blogs at swithunwells.com.

After lunch, a panel, including our speakers, fielded questions from the audience in a Q&A session.

See ciol.org.uk > Membership > Divisions > Interpreting for a full report.

Bringing a mark of quality

Olga Vital MCIL on her role as Exam Supervisor for the Diploma in Public Service Interpreting and Certificate in Bilingual Skills

I have been working at the Institute for more than 10 years. My key responsibility as Exam Supervisor, alongside the other supervisor in the team, is to ensure the effectiveness and quality of our examination materials. I have to make sure that deadlines are met at all levels and coordinate with all the people involved in the process.

My background is in interpreting: I obtained the Diploma in Public Service Interpreting (DPSI) French Law in 1999 and practised as a freelance legal interpreter. When I joined the Institute, I studied part-time at Middlesex University for the Interpreter's Trainer Postgraduate Certificate. I have provided legal interpreting training courses to various organisations, including the continuing professional development (CPD) workshops at the Institute, for many years.

My interpreting and training skills are an advantage in my job, as I mainly work with the DPSI examination. I apply these skills most specifically when dealing with the oral exam at the preparation stage (setting) and post-examination stage (conduct of oral examination). The work requires solid administrative skills, a keen eye for detail and, most interestingly, cultural awareness and sensitivity to culture. I communicate on a daily basis with freelancers from about 40 languages and countries. We have strict deadlines, so negotiating the delivery of an assignment requires meticulous planning and creative tact.

My job is multi-faceted. I perform other duties, such as participating in the Language Show and giving talks about the DPSI exam at universities and colleges. I facilitated a two-month work placement programme for a French university student, and attended a school open day to talk about my work as a linguist, which was a memorable experience.

My most recent assignment was to create a template and select the content material for our new Certificate in Languages for Business (CLB) exam. I also put together the team of setters, proofreaders and moderator for the three languages offered. I am pleased with the external feedback and look forward to growing into this new role.

I miss the courtrooms, police stations, solicitors' firms and all the dynamics surrounding the world of interpreting, but my work with the CIOL has allowed me to view public service interpreting from different angles. I was introduced to the DPSI as a candidate, became a professional interpreter and trainer, and I am now involved in the production of this examination.

CONTRIBUTORS

Carla Avenia Koency

Carla Avenia Koency MCIL is a language consultant and conference interpreter based in Buenos Aires; linguaboutique.com. *See p.16*

Brendan Cole

Journalist Brendan Cole has worked for the BBC, Channel 4 News and, currently, *The International Business Times*. He has also worked as a translator. *See p.18*

Magdalena Herok-Broughton

Magdalena Herok-Broughton MCIL runs her own language services business, based in the UK, providing translation and interpreting. *See p.22*

Rosie Jacob

Rosie Jacob is Acting Head of MFL at St Ursula's School in London. Her interests include building music, film and literature into the curriculum. *See p.10*

Rebecca Maina

Dr Rebecca Maina is a Lecturer in Law at Southampton Solent University. She researches on human rights and public health issues. *See p.8*

Theo Merz

Theo Merz is a journalist with Agence France-Presse and is currently based in Hong Kong. He was previously a staff writer with *The Telegraph* in London, and is a former member of *The Linguist* Editorial Board. *See p.24*

Angeliki Petrits

Dr Angeliki Petrits FCIL is a Language Officer at the European Commission's Directorate-General for Translation and worked previously at the EU representation in London; angelique.petrits@ec.europa.eu. *See p.20*

Ramon Pils

Ramon Pils ACIL is a translator and project manager based in Vienna. A member of Universitas, the Austrian Interpreters' and Translators' Association, he was the recipient of the IoLET 2014 Fred Brandeis Trophy. *See p.12*

Assia Rolls

Dr Assia Slimani-Rolls is Associate Professor in Applied Linguistics and Education, and Head of Research and Professional Development at Regent's University London. Adult second language acquisition is among her research interests. *See p.14*

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